Justice, Equity, Diversity, and Inclusion

ACTION PLAN

2022-2023

College of Architecture and Planning

UNIVERSITY OF COLORADO **DENVER**

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Executive Summary

The College of Architecture and Planning (CAP) at the University of Colorado Denver developed this Justice, Equity, Diversity, and Inclusion (JEDI) Action Plan to inspire and empower administration, faculty, staff, students, alumni, and professionals in our fields of study to create an inclusive, forward-thinking, and comprehensive education for the people who are the future of the built environment.

CAP's mission is to ignite evolution that enriches places for people and the planet. To accomplish this, we must pursue and welcome diversity of thought, experience, and culture. We must actively work against established systems of bias. We must create spaces and places that create healthy, sustainable, safe, and inclusive environments for all people.

The goals outlined in this plan were informed by and later vetted by the CAP community and represent the changes we will strive to make over time. This plan is neither aspirational nor static; rather, it is necessary, achievable, and evolving.

Our Goals

- Enhance representation in the student body
- Employ diverse faculty and staff
- Incorporate the values and practices of justice, equity, diversity, and inclusion in what and how we teach
- Actively engage with and support JEDI efforts with allied professions
- Ensure that our facilities and technology are accessible and supportive
- Foster and support an inclusive community
- Hold ourselves accountable for advancing JEDI

Methods of Engagement

Since August 2020, CAP has been actively engaging with the CAP community, contemplating goals and objectives, defining strategies, crafting a strategic plan, and implementing change. At its advent, working groups were established to ensure the plan represented the needs of the CAP community and that the goals were actionable.

In Spring 2022, CAP leadership initiated a review of the plan and assessment of progress to date. In Summer 2022, the newly formed JEDI Coordinators working group was charged with further engaging the CAP community and facilitating the next iteration of CAP's JEDI Action Plan. In Fall 2022, community engagements have included:

- All-college information sessions/workshops
- Leadership discussions and strategic planning
- Department level discussions and strategic planning
- Small group discussions
- 1:1 meetings
- Surveys
- Email submissions

Next Steps

Next steps include tracking and documenting the implementation and operationalization of the strategies and activities outlined in CAP's JEDI Action Plan. The JEDI Coordinators will facilitate and support this process as CAP pursues short- and long-term action items, addresses challenges, identifies resources, and updates the JEDI Action Plan as needed. As the plan is iterative and evolving, CAP is committed to engaging with the community annually to evaluate progress, identify changing needs, and adjust strategies to support the continual advancement of JEDI at CAP.

CAP JEDI Statement

The College of Architecture and Planning (CAP) at the University of Colorado Denver affirms that it must actively embrace, celebrate, and promote justice, equity, diversity, and inclusion (JEDI) for all people in all places. This commitment requires inviting, supporting, and sustaining a multitude of people, perspectives, and experiences that accurately reflect our society and the community and places we serve.

Who we are

CAP is defined by its dynamic and ever-changing community. With our focus on cultivating relationships between all members of our community, we strive to create an equitable and inclusive community so that all members feel comfortable showing up as their authentic selves.

The CAP Community includes:

- Students
- Faculty
- Staff
- Alumni
- Professional Community
- Advisory Boards
- Donors
- Other supporters

Students, faculty, and staff are core to who we are, and we are first and foremost responsible to these community members as we develop and implement our JEDI Action Plan. We also recognize our alumni and the professional community near and far and the vital role they play in interacting with our college. Our strong partnerships with the profession and professional organizations enable us to have effective advisory boards, supportive donors, and others who believe in the work CAP is advancing, especially around JEDI efforts.

Additionally, the recruitment and retention of students, faculty, and staff, especially those from marginalized backgrounds, remains a key priority. Our JEDI Action Plan directly addresses issues of equity and climate to facilitate retention, as does our plan to

continue to take proactive measures, assess climate continuously and be responsive to issues that emerge when necessary.

Our Commitment

CAP recognizes that the architecture, landscape architecture, and urban planning professions as well as related disciplines have perpetuated actions, practices, and policies that are discriminatory and create unjust and inequitable outcomes for people and places. We acknowledge our past and are committed to evolving our college by creating a culture of belonging through equitable participation and involvement among faculty, staff, and students. Additionally, we are committed to promoting positive and lasting change beyond CAP through engagement with our community and our professions.

We are committed to:

- Enhancing diversity and representation in our student body, faculty, and staff
- Applying JEDI principles to how we teach and learn
- Supporting JEDI principles in allied professions
- Regularly evaluating and communicating our progress and seeking ways to continuously improve

The Work Thus Far

CAP began hosting regular open JEDI forums in Spring 2021, culminating in a report and recommendations (attached hereto as Appendix A) focused on the following goals:

- Enhance representation in the student body
- Employ diverse faculty and staff
- Incorporate the values and practices of justice, equity, diversity, and inclusion in what and how we teach
- Actively engage with and support JEDI efforts with allied professions
- Ensure that our facilities and technology are accessible to and supportive of all people
- Hold ourselves accountable for advancing JEDI

CAP leadership moved forward, strategizing and implementing new policies and practices to further these goals.

In Fall 2022, CAP convened the JEDI Coordinators, a small group charged with the organization, administration, and operationalization of further efforts.

Community Engagement

Although much has been accomplished since the initial report and recommendations were issued in 2020, we recognize that CAP must continue to evolve to further advance JEDI and fully incorporate these principles into our policies, practices, and operations.

To do this effectively, the CAP JEDI Coordinators will engage the community annually to assess progress, evaluate areas for growth, and adjust the CAP JEDI Action Plan accordingly. CAP's action plan is iterative and responsive to past, current and continuing conditions.

Considerations

CAP acknowledges the importance of critically analyzing and addressing all aspects of the CAP environment, operations, policies, and practices to fully realize an equitable and just college community. The JEDI Coordinators will undertake a multimodal approach to engage stakeholders in planning, including determining what goals to pursue and the priority of each objective. An analytical framework will guide all core aspects of the CAP JEDI Action Plan.

CAP will examine and address the following core organizational elements:

- Facilities
    - In what ways are CAP physical facilities meeting or not meeting the needs of CAP community members?
- Policies
    - In what ways are CAP policies contributing to JEDI goals?
    - In what ways are CAP policies limiting to or detrimental to JEDI goals?
- Practices and Processes
    - How do CAP organizational, operational, and procedural practices and processes contribute to JEDI goals and promote a just, equitable, diverse, and inclusive CAP community?
    - What must be further examined and addressed to evolve CAP and maintain an inclusive JEDI-serving organization?
- Resources
    - What resources has CAP allotted to JEDI?
    - What additional resources are necessary for CAP to advance JEDI further?

Engagement Plan 2022/2023

2022	Coordination	Open Feedback	Executive Committee		Student Affinity/Program Groups
	JEDI Admin Group	Students, Faculty & Staff	Chairs & Directors	Assistant Deans	Students, CAP Advisory Board, Professional Friends of CAP
August	(1) Tentative plan to IE(				
September	(1) After meeting with Executive Team, email objectives, engagement opportunities, and feedback channels to CAP community (2) Post engagement schedule to JEDI webpa	(1) 1:1 meetings (2) Survey (3) Pop-up's (4) Short polls (5) Lunches (6) Instagram	(1) Meet Exec Team 9/7 (2) Incorporate elements from accreditation reports that are relevant (3) Meet with each dept leadership team (3) Present & discuss at dept meetings (4) Collect feedback via email	(1) Meet Exec Team 9/7 (2) Leo's group (3) Stephanie's group (4) Feedback via Asst Deans	(1) Meet with student org leaders to plan engagement
October	Evaluate feedback & re the plan				
November	Post the draft plan at an online share point so community can suggest revisions & post comments	Collect feedback at share point	(1) Collect feedback at share point (2) Meet Exec Team 11/16	(1) Collect feedback at share point (2) Meet Exec Team 11/16	(1) Collect feedback at share point
December	(1) Evaluate feedback & revise the plan (2) Submit plan to IEC				

2023	Coordination	Open Feedback	Executive Committee		Student Affinity/Program Groups
	JEDI Admin Group	Students, Faculty & Staff	Chairs & Directors	Assistant Deans	Students, CAP Advisory Board, Professional Friends of CAP
January					
February		College-wide JEDI discussion 2/7 – next steps & accountabili			
March		All report back planned action items for 2022/23 & 2023/2024			
April	Report on progress made 2022/2023				
May		(1) Evaluation opportunity (2) Collect feedback to inform the next iteration of the plan			

FALL 2022 Engagement

Survey

A JEDI Survey was distributed to CAP students, faculty, and staff in December 2022. Survey questions focused on prioritizing JEDI goals, identifying actions taken from August 2020 to present, and soliciting new strategies to advance JEDI at CAP. The 69 total respondents included 48 students, 18 student employees, 9 staff, 5 full-time faculty, and 2 part-time faculty. Survey results are attached hereto as Appendix B.

Pop-Up Survey

During the weeks leading up to the JEDI forum, we provided the CAP community with a quick and simple opportunity to provide feedback on the six JEDI goals through a pop-up survey. A table was set up in front of the second-floor elevators, the most highly trafficked part of the building, with each of the goals posted on the table next to a jar. Individuals were given three marbles(color-coded for student, faculty, and staff) to cast in whichever goals they deemed most important or requiring immediate attention and action. At the end of the week, the marbles were separated and counted to rank the goals by number of votes cast, and importance of each goal to each category of students, faculty and staff. The results can be found in Appendix C.

One-on-One Meetings

Surveys and public engagement such as the pop-ups and information sessions may limit a community member's involvement or input as it relates to JEDI due to its lack of anonymity or privacy. Even on a survey, we recognize that demographic questions could allow survey administrators to deduce who provided which answers, especially in the case of those with multiple marginalized identities. We recognize, too, that often individuals complete a survey or other form of engagement and are not necessarily confident that their input was heard. Face-to-face conversations can provide more assurance that feedback is welcome and heard, though some feedback may be too sensitive to share in this manner.

To bridge this gap and allow those with more direct or lengthy feedback a forum to provide input, we offered one-on-one meetings for CAP community members to engage in the JEDI Plan process at all stages. Two CAP staff, Jesse Kuroiwa and Jen Skidmore, volunteered to have these conversations with anyone requesting one. These one-on-one meetings allow for less structured or prompted feedback, but a list of guiding questions and resources were established in case the person wanted more direction or support in the conversation. A summary is attached as Appendix D.

Information and Listening Session, November 27, 2022

All CAP students, faculty, and staff were invited to attend the JEDI Presentation and Feedback session hosted both virtually and in person by the CAP JEDI Administrative Coordinators on Tuesday, November 29 at 12:30 p.m. MT. The discussion included the presentation of each JEDI goal, highlights of actions already taken, and a review of the feedback submitted via the Fall 2022 JEDI survey.

With the presentation of each goal, the coordinators opened the floor for feedback. Discussions ranged from suggested next steps to observations of challenges and changes in higher education and in our disciplines' respective professions. The presentation slides and input collected during the session can be found in Appendix E.

Information and Listening Session, February 7, 2023

Information about this session will be added February 8 and included as Appendix F.

Demographic Data

Our initial assessment of diversity includes self-reported data pertaining to gender, ethnicity, and first-generation undergraduate students. We acknowledge that this data does not fully represent the CAP community's diversity; however, the data represents important demographic markers and benchmarks to guide our assessment of successes and areas for improvement.

Regional Data

		Census 2010	Census 2020
Population			
	Colorado	**5,029,196**	**5,773,714**
	Denver Metro	**2,784,228**	**2,927,015**
Race/Ethnicity - Colorado		**100%**	**100%**
	2+ Ethnicities	**3%**	**4.5%**
	African American	**5%**	**3.8%**
	Asian America	**4%**	**3.5%**
	Hispanic	**31%**	**21.9**
	Native American	**1%**	**0.6%**
	Unknown/0ther	**1%**	**0.5%**
	White	**55%**	**65.1%**
Race/Ethnicity – Denver Metro		**100%**	**100%**
	2+ Ethnicities	**2.0%**	**2.5%**
	African American	**5.0%**	**5.2%**
	Asian America	**3.8%**	**4.6%**
	Hispanic	**21.8%**	**22.7%**
	Native American	**0.5%**	**0.5%**
	White	**66.9%**	**64.5%**

CAP Data

Student data is collected using end-of-term numbers except for Fall 2022. For Fall 2022 census data was only available at this time.

Student Enrollment

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall* 2022
All CAP Students - Headcount	**614**	**689**	**724**	**790**	**811**	**786**	**732**	**730**
CAP Undergrad Students	**237**	**311**	**347**	**397**	**407**	**399**	**382**	**419**
CAP Grad Students	**377**	**378**	**378**	**393**	**404**	**387**	**350**	**311**

Students by Gender

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall* 2022
All CAP Students		**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
	Female	**45%**	**48%**	**49%**	**51%**	**51%**	**51%**	**49%**	**53%**
	Male	**55%**	**52%**	**51%**	**49%**	**49%**	**49%**	**50%**	**46%**
	Unknown		**0%**	**0%**	**0%**	**1%**	**1%**	**1%**	**1%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall* 2022
Undergraduate Students		**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
	Female	**42%**	**42%**	**44%**	**45%**	**44%**	**43%**	**45%**	**50%**
	Male	**58%**	**58%**	**56%**	**55%**	**55%**	**56%**	**55%**	**49%**
	Unknown				**1%**	**1%**	**1%**	**0%**	**1%**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall* 2022
Graduate Students	100%	100%	100%	100%	100%	100%	100%	100%
Female	47%	53%	53%	57%	57%	58%	55%	56%
Male	53%	47%	47%	42%	42%	41%	44%	42%
Unknown		0%	1%	0%	0%	1%	1%	2%

Students by Ethnicity

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall* 2022
Undergraduate Students	100%	100%	100%	100%	100%	100%	100%	100%
2+ Ethnicities	3%	4%	6%	6%	6%	7%	5%	5%
African American	5%	4%	5%	6%	5%	4%	3%	5%
Asian America	4%	2%	4%	6%	6%	7%	8%	9%
Hispanic	31%	32%	32%	33%	36%	34%	36%	37%
Native American	1%	0%	1%	0%	0%	0%	0%	0%
Unknown	1%	2%	1%	2%	2%	1%	2%	1%
White	55%	56%	53%	48%	44%	46%	47%	43%

	Fall 2015	Fall 2015	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall* 2022
Graduate Students	100%	100%	100%	100%	100%	100%	100%	100%
2+ Ethnicities	4%	4%	3%	2%	3%	3%	3%	3%
African American	1%	2%	2%	2%	2%	2%	3%	3%
Asian America	2%	2%	2%	3%	3%	3%	3%	2%
Hispanic	11%	11%	11%	8%	11%	10%	13%	13%
Native American	0%	0%	0%	0%	1%	1%	1%	1%
Unknown	6%	6%	5%	4%	2%	3%	2%	2%
White	75%	76%	77%	81%	78%	78%	75%	76%

First-Generation Undergraduate Students

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall* 2022
Undergraduate Students	100%	100%	100%	100%	100%	100%	100%	100%
First Generation	47%	45%	46%	49%	54%	51%	48%	46%
Non-First Generation	49%	47%	48%	48%	45%	48%	51%	54%
Null/Unknown	4%	8%	6%	3%	1%	1%	1%	0%

Observations:

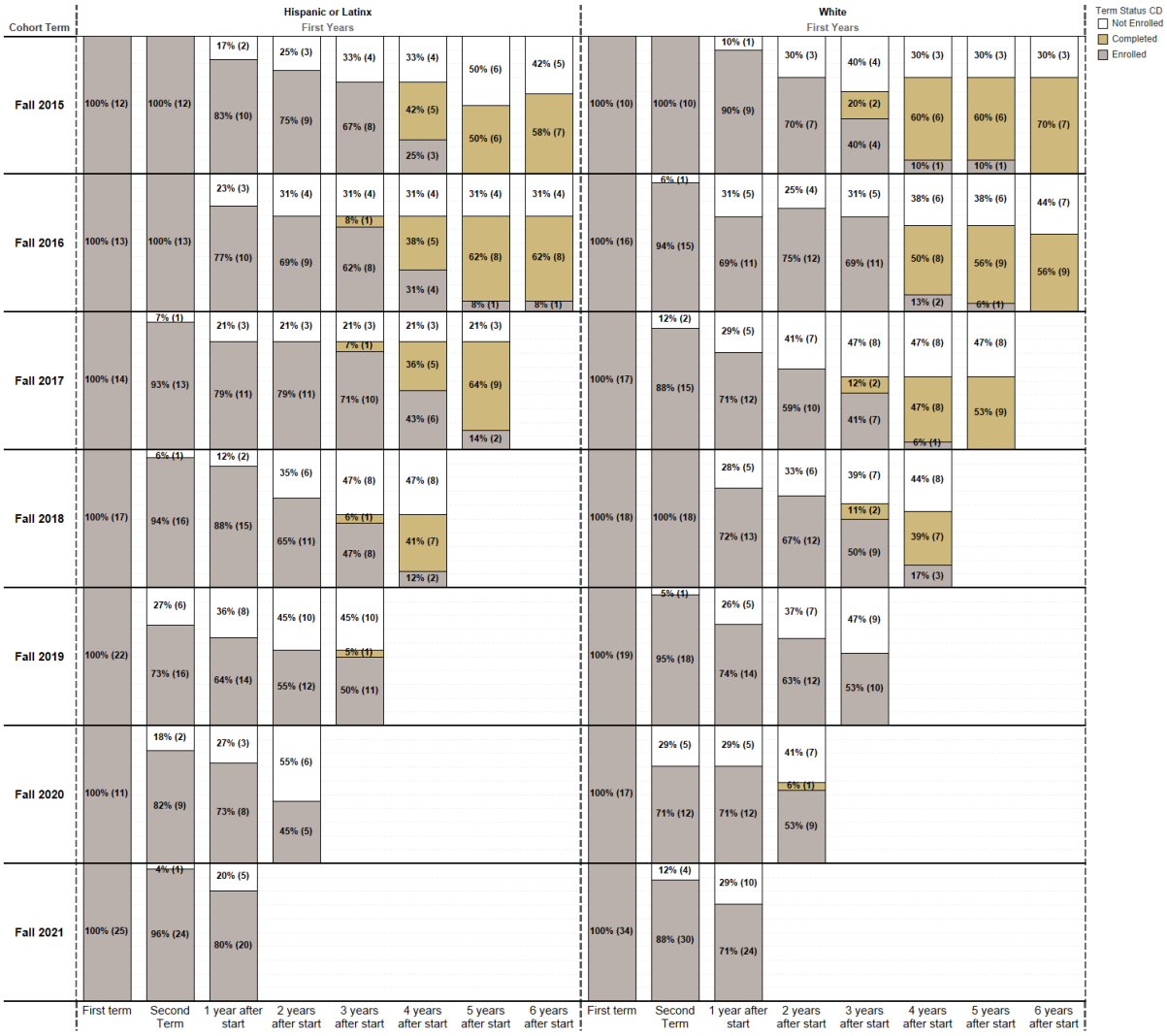
- CAP graduate student enrollment has been declining since 2019.
- CAP BIPOC graduate students represent less than 24% of the overall CAP grad student population. This trails the overall Colorado population, Metro Denver population, and CAP undergraduate student population. There has been a slight increase in Native American,

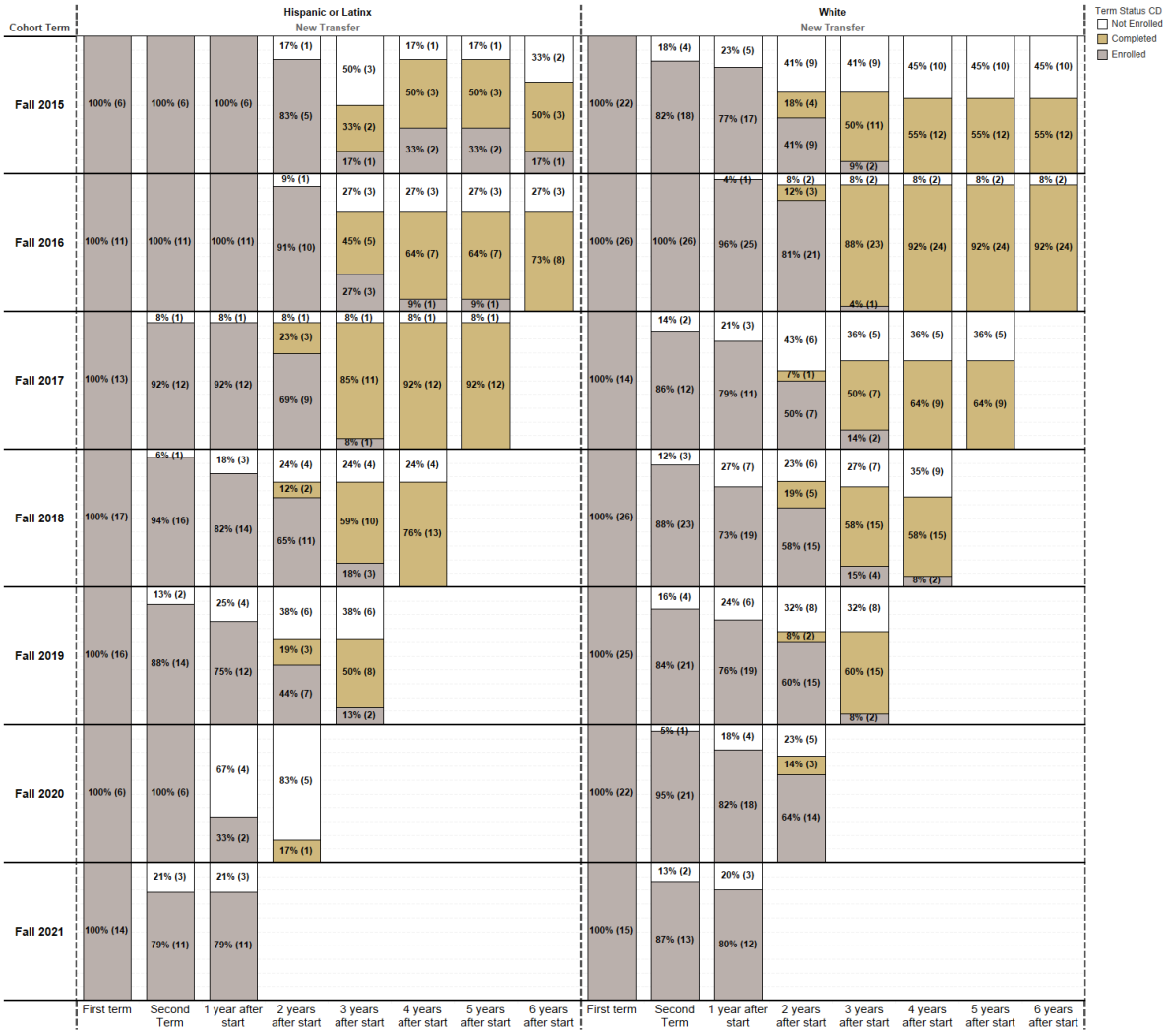
African American, and Hispanic CAP graduate student populations the past few years.

- Female students have consistently represented more than 50% of the CAP student population over the past 7 years. The CAP female student population has been at or above 55% of the total CAP student population for the past 4 years.
- The CAP undergraduate student population is more diverse in terms of race/ethnicity when compared to the Denver metro area and the state population of Colorado.
- The CAP undergraduate BIPOC student population has been growing. The overall undergrad white student population is less than 50%.
- CAP undergrad student population is comprised of 45% to 50% first generation students.
- Female students comprise 50% of the CAP undergraduate population in fall 2022. This is an increase of 5% to 8% from the prior 7 years.

Student Retention

We have begun looking into data regarding student retention and time to completion. As a trial run, OIRE helped develop the two charts below comparing White and Hispanic or Latinx students to see if there were a differential. While we do not see a significant disparity, the charts do show that we are losing a significant number of students and that increased retention is a JEDI goal we can focus on in the coming year. In addition to expanding this to understand patterns for other race and ethnic groups once OIRE has this tool built to be user-operated, we are also very interested in looking at the same data for first generation students. The first of the following charts shows retention rates and time to graduation for students who start their higher education with CU Denver, the second shows retention rates and time to graduation for transfer students.


Hispanic or Latinx
First Years
White
First Years
Term Status CD
Not Enrolled
Completed
Enrolled
Cohort Term
Fall 2015
100% (12)
100% (12)
17% (2)
83% (10)
25% (3)
75% (9)
33% (4)
67% (8)
33% (4)
42% (5)
25% (3)
50% (6)
50% (6)
42% (5)
58% (7)
100% (10)
100% (10)
10% (1)
90% (9)
30% (3)
70% (7)
40% (4)
20% (2)
40% (4)
30% (3)
60% (6)
10% (1)
30% (3)
60% (6)
10% (1)
30% (3)
70% (7)
Fall 2016
100% (13)
100% (13)
23% (3)
77% (10)
31% (4)
69% (9)
31% (4)
8% (1)
62% (8)
31% (4)
38% (5)
31% (4)
31% (4)
62% (8)
8% (1)
31% (4)
62% (8)
8% (1)
100% (16)
6% (1)
94% (15)
31% (5)
69% (11)
25% (4)
75% (12)
31% (5)
69% (11)
38% (6)
50% (8)
13% (2)
38% (6)
56% (9)
6% (1)
44% (7)
56% (9)
Fall 2017
100% (14)
7% (1)
93% (13)
21% (3)
79% (11)
21% (3)
79% (11)
21% (3)
7% (1)
71% (10)
21% (3)
36% (5)
43% (6)
21% (3)
64% (9)
14% (2)
100% (17)
12% (2)
88% (15)
29% (5)
71% (12)
41% (7)
59% (10)
47% (8)
12% (2)
41% (7)
47% (8)
47% (8)
6% (1)
47% (8)
53% (9)
Fall 2018
100% (17)
6% (1)
94% (16)
12% (2)
88% (15)
35% (6)
65% (11)
47% (8)
6% (1)
47% (8)
47% (8)
41% (7)
12% (2)
100% (18)
100% (18)
28% (5)
72% (13)
33% (6)
67% (12)
39% (7)
11% (2)
50% (9)
44% (8)
39% (7)
17% (3)
Fall 2019
100% (22)
27% (6)
73% (16)
36% (8)
64% (14)
45% (10)
55% (12)
45% (10)
5% (1)
50% (11)
100% (19)
5% (1)
95% (18)
26% (5)
74% (14)
37% (7)
63% (12)
47% (9)
53% (10)
Fall 2020
100% (11)
18% (2)
82% (9)
27% (3)
73% (8)
55% (6)
45% (5)
100% (17)
29% (5)
71% (12)
29% (5)
71% (12)
41% (7)
6% (1)
53% (9)
Fall 2021
100% (25)
4% (1)
96% (24)
20% (5)
80% (20)
100% (34)
12% (4)
88% (30)
29% (10)
71% (24)
First term
Second Term
1 year after start
2 years after start
3 years after start
4 years after start
5 years after start
6 years after start
First term
Second Term
1 year after start
2 years after start
3 years after start
4 years after start
5 years after start
6 years after start


Hispanic or Latinx
New Transfer
White
New Transfer
Term Status CD
Not Enrolled
Completed
Enrolled
Cohort Term
Fall 2015
100% (6)
100% (6)
100% (6)
17% (1)
83% (5)
50% (3)
33% (2)
17% (1)
17% (1)
50% (3)
33% (2)
17% (1)
50% (3)
33% (2)
50% (3)
17% (1)
100% (22)
82% (18)
23% (5)
77% (17)
41% (9)
18% (4)
41% (9)
41% (9)
50% (11)
9% (2)
45% (10)
55% (12)
45% (10)
55% (12)
45% (10)
55% (12)
Fall 2016
100% (11)
100% (11)
100% (11)
9% (1)
91% (10)
27% (3)
45% (5)
27% (3)
27% (3)
64% (7)
9% (1)
27% (3)
64% (7)
9% (1)
27% (3)
73% (8)
100% (26)
100% (26)
4% (1)
96% (25)
8% (2)
12% (3)
81% (21)
8% (2)
88% (23)
4% (1)
8% (2)
92% (24)
8% (2)
92% (24)
8% (2)
92% (24)
Fall 2017
100% (13)
8% (1)
92% (12)
8% (1)
92% (12)
8% (1)
23% (3)
69% (9)
8% (1)
85% (11)
8% (1)
8% (1)
92% (12)
8% (1)
92% (12)
100% (14)
14% (2)
86% (12)
21% (3)
79% (11)
43% (6)
7% (1)
50% (7)
36% (5)
50% (7)
14% (2)
36% (5)
64% (9)
36% (5)
64% (9)
Fall 2018
100% (17)
6% (1)
94% (16)
18% (3)
82% (14)
24% (4)
12% (2)
65% (11)
24% (4)
59% (10)
18% (3)
24% (4)
76% (13)
100% (26)
12% (3)
88% (23)
27% (7)
73% (19)
23% (6)
19% (5)
58% (15)
27% (7)
58% (15)
15% (4)
35% (9)
58% (15)
8% (2)
Fall 2019
100% (16)
13% (2)
88% (14)
25% (4)
75% (12)
38% (6)
19% (3)
44% (7)
38% (6)
50% (8)
13% (2)
100% (25)
16% (4)
84% (21)
24% (6)
76% (19)
32% (8)
8% (2)
60% (15)
32% (8)
60% (15)
8% (2)
Fall 2020
100% (6)
100% (6)
67% (4)
33% (2)
83% (5)
17% (1)
100% (22)
5% (1)
95% (21)
18% (4)
82% (18)
23% (5)
14% (3)
64% (14)
Fall 2021
100% (14)
21% (3)
79% (11)
21% (3)
79% (11)
100% (15)
13% (2)
87% (13)
20% (3)
80% (12)
First term
Second Term
1 year after start
2 years after start
3 years after start
4 years after start
5 years after start
6 years after start
First term
Second Term
1 year after start
2 years after start
3 years after start
4 years after start
5 years after start
6 years after start

CAP Faculty and Staff – Population by Gender

	2018	2019	2020	2021	2022
Tenured/Tenure Track					
Female	26%	24%	26%	40%	41%
Male	74%	76%	74%	60%	59%
Clinical					
Female	50%	75%	80%	75%	66.7%
Male	50%	25%	20%	25%	33.3%
Instructors					
Female	33.3%	50%	50%	50%	100%
Male	66.7%	50%	50%	50%	0%
Lecturers					
Female	40%	35%	38%	48%	46%
Male	60%	65%	62%	52%	54%
Professional Research Assistant					
Female	68%	62.5%	61.2%	61.2%	70%
Male	32%	37.5%	38.8%	38.8%	30%

		2018	2019	2020	2021	2022
CAP Staff						
	Female	**68.5%**	**62.5%**	**60.1%**	**60.1%**	**70%**
	Male	**31.5%**	**37.5%**	**39.9%**	**39.9%**	**30%**

CAP Faculty and Staff – Population by Race/Ethnicity

Fall 2018

Clicking on text in this table will highlight the selected category and filter the graph to the right.

			Asian	Black or African A..	Hispanic or Latino	Two or More Ra..	Unknown	White	Grand Total
Faculty	Instructional Faculty (Includes Clinical Teaching and non-Practice Clinical)	Tenured And Tenure Track Fac..			5%		5%	89%	100%
		Regular Instructor						100%	100%
		Lecturer		2%	2%		10%	86%	100%
		Other Instructional	20%					80%	100%
		Clinical Teaching					17%	83%	100%
	Research Faculty	Post-Doctoral Fellow						100%	100%
		Research						100%	100%
	Total		1%	1%	3%		8%	87%	100%
Staff, Including Residents and PRAs	Staff	Assistant, Assoc, or Full Dean ..						100%	100%
		Exempt		5%	5%	5%	5%	79%	100%
		Classified						100%	100%
	Professional Researc..	Professional Research Assista..						100%	100%
	Total			4%	4%	4%	4%	84%	100%
Grand Total			1%	2%	3%	1%	7%	86%	100%

Fall 2019

Clicking on text in this table will highlight the selected category and filter the graph to the right.

			Asian	Black or African ..	Hispanic or Latino	Interna..	Two or More R..	Unkno..	White	Grand Total
Faculty	Instructional Faculty (Includes Clinical Teaching and non-Practice Clinical)	Tenured And Tenure Track Fac..			5%	5%			90%	100%
		Regular Instructor							100%	100%
		Lecturer	3%	3%	5%			8%	83%	100%
		Other Instructional	20%			20%			60%	100%
		Clinical						100%		100%
		Clinical Teaching							100%	100%
	Research Faculty	Post-Doctoral Fellow							100%	100%
		Research							100%	100%
	Total		3%	1%	4%	3%		5%	84%	100%
Staff, Including Residents and PRAs	Staff	Assistant, Assoc, or Full Dean ..						33%	67%	100%
		Faculty Administrator							100%	100%
		Exempt			6%		6%	6%	81%	100%
		Classified							100%	100%
	Professional Researc..	Professional Research Assista..							100%	100%
	Total				4%		4%	8%	84%	100%
Grand Total			2%	1%	4%	2%	1%	6%	84%	100%

Fall 2020

Clicking on text in this table will highlight the selected category and filter the graph to the right.

			Asian	Black or African ..	Hispanic or Latino	Interna..	Two or More R..	Unkno..	White	Grand Total
Faculty	Instructional Faculty (Includes Clinical Teaching and non-Practice Clinical)	Tenured And Tenure Track Fac..				5%			95%	100%
		Lecturer	5%		5%		2%	7%	81%	100%
		Other Instructional	17%	17%					67%	100%
		Clinical							100%	100%
		Clinical Teaching						20%	80%	100%
	Research Faculty	Research							100%	100%
	Total		4%	1%	3%	1%	1%	5%	84%	100%
Staff, Including Residents and PRAs	Staff	Assistant, Assoc, or Full Dean ..						33%	67%	100%
		Faculty Administrator							100%	100%
		Exempt		6%	11%		6%		78%	100%
	Professional Researc..	Professional Research Assista..							100%	100%
	Total			4%	8%		4%	4%	80%	100%
Grand Total			3%	2%	4%	1%	2%	5%	83%	100%

Fall 2021

Clicking on text in this table will highlight the selected category and filter the graph to the right.

			Asian	Black or African...	Hispanic or Latino	Interna...	Two or More R...	Unkno...	White	Grand Total
Faculty	Instructional Faculty (Includes Clinical Teaching and non-Practice Clinical)	Tenured And Tenure Track Fac...				10%			90%	100%
		Lecturer	2%	2%	5%			12%	79%	100%
		Other Instructional	17%			17%		17%	50%	100%
		Clinical					33%		67%	100%
		Clinical Teaching						25%	75%	100%
	Research Faculty	Research							100%	100%
	Total		3%	1%	3%	4%	1%	9%	79%	100%
Staff, Including Residents and PRAs	Staff	Assistant, Assoc, or Full Dean ...						33%	67%	100%
		Faculty Administrator							100%	100%
		Exempt		6%	6%		11%		78%	100%
	Professional Researc...	Professional Research Assista...							100%	100%
	Total			4%	4%		8%	4%	81%	100%
Grand Total			2%	2%	3%	3%	3%	8%	79%	100%

Fall 2022

Clicking on text in this table will highlight the selected category and filter the graph to the right.

			Asian	Hispanic or Latino	Internati...	Two or More Ra...	Unknown	White	Grand Total
Faculty	Instructional Faculty (Includes Clinical Teaching and non-Practice Clinical)	Tenured And Tenure Track Fac...		1	3			18	22
		Regular Instructor						1	1
		Lecturer		3		1	5	30	39
		Other Instructional	1					5	6
		Clinical				1		2	3
		Clinical Teaching					1	2	3
	Research Faculty	Research						1	1
	Total		1	4	3	2	6	59	75
Staff, Including Residents and PRAs	Staff	Assistant, Assoc, or Full Dean ...					1	2	3
		Faculty Administrator						1	1
		Exempt		1		2		17	20
	Professional Researc...	Professional Research Assista...					1	4	5
	Total			1		2	2	24	29
Grand Total			1	5	3	4	8	83	104

Observations

- Will need additional faculty and staff demographic data for observations and comparisons to CAP student populations.

Future Explorations

- Look at CAP student success indicators for Pell Grant recipients.
- Analyze CAP student graduation rates by demographic categories.
- Compare CAP student and faculty demographic data to peer and aspirational institutions.
- Compare CAP student and faculty demographic data to the national and Colorado professional communities.
- Collect other demographic information to include LGBTQ+, socio-economic, and geographic data.
- Compare student loan and amount of student debt upon graduation to peer institutions.
- Compare student loan and amount of student debt by demographic categories.

CAP JEDI Strategic Goals

The CAP JEDI Action Plan outlines the strategic goals and objectives developed with input from the CAP community as facilitated and coordinated by CAP executive leadership, the 2020 JEDI Committee, and the 2022 JEDI Coordinators working group.

For each of our seven goals, considerations include our objectives, actions taken, ongoing efforts, and suggestions submitted in Fall 2022. Note that each section contains highlights of actions taken; a full list of all actions taken is attached as Appendix G.

Goal #1: Enhance representation in the student body

Ideally, CAP will recruit students who reflect the racial, gender, cultural, and economic diversity of the greater Denver metropolitan area as well as state demographics at both the undergraduate and graduate levels and retain them by fostering and sustaining a culture of inclusion and belonging in which student success, satisfaction, and engagement in student governance, department activities, and college initiatives motivate and drive CAP's continuing commitment and evolution.

CAP's JEDI goals for the people in our community center primarily on recruitment and retention. Our goals include enhancing representation with the aim that our students, faculty, and staff will be more reflective of the diversity of our larger community and the region. We acknowledge that representation is not enough to facilitate and foster equity, but it is still an important step for CAP to undertake to continue to serve historically marginalized populations.

Why This Matters

We are shaping the next generation of architects, landscape architects, city planners, designers, and preservationists. By removing systemic barriers and creating a more diverse and inclusive environment for students, faculty, and staff, we are all able to better understand, empathize, and inform the world around us.

Objectives

- Grow our JEDI scholarship fund to be able to increase equity of access to our programs
- Implement effective recruitment and retention strategies with an intentional focus on those who are disadvantaged, minorities, and students of color
- Review admissions policies and requirements
- Grow connections with educational programs
- Grow mentorship opportunities

- Create and celebrate a culture of inclusion

Highlights of Actions Taken

- Hired an undergraduate student recruiter/program coordinator to actively recruit prospective BS Architecture students, focusing on underrepresented students and communities.
- New scholarships were created for undergraduate Transfer and First-Generation students as well as for school districts with historically high populations of students of color.
    - CAP received over $390,000 in funding for JEDI scholarships.
    - CAP Opportunity Fund to support DACA and First-Generation Students
    - First-Generation Scholarships for undergraduate students awarded each semester since Spring 2021.
    - Transfer Student Scholarship for undergraduate students awardedeach semester since Spring 2021.
    - Harsh Parikh Diversity in Design Scholarship for undergraduate students
- Admissions Review Committees for our graduate programs work to identify top applicants through a holistic process, with underrepresented students receiving additional scholarship funding consideration.
- Pre-Architecture designation was discontinued to remove the perception of unequal treatment between Pre-Arch and BS Arch students.
- A new mentorship connection method was launched to allow students to seek mentors based on criteria better tailored to individual needs.
- Established a new National Organization of Minority Architecture – Students (NOMA-S) and All for Women in Architecture Students (AFWIAS) chapters.

Ongoing Efforts

- Actively recruit underrepresented students to the BS Architecture program.
- Continue to grow undergraduate and graduate scholarship opportunities
    - CAP Opportunity Fund to support DACA and First-Generation Students
    - First-Generation Scholarships for undergraduate students
    - Transfer Student Scholarship for undergraduate students
    - Harsh Parikh Diversity in Design Scholarship for undergraduate students

Suggestions Collected Fall 2022

- Outreach and Engagement

    - Engage the CAP Student Organizations, the SGA CAP Representative and current CAP students to support and further promote the goal.
    - Encourage students, faculty and staff to incorporate pronouns into college media.
    - Begin exposure to and recruitment for our graduate programs earlier, at the middle and high school levels.
    - Share more information across CAP: recruitment and enrollment data, actions taken.
    - Educate faculty on accessibility and providing appropriate accommodations.
- Funding
    - Increase the quantity and amounts of scholarships.
    - Reserve a higher percentage of scholarships for BIPOC students, especially those with financial need.
    - Provide additional resources to support BIPOC students once admitted.
    - Help students pay for supplies and/or change projects and assignments to allow for a wider variety of materials and production value.
    - Provide resources and support to non-traditional students and those with familial responsibilities.
    - Support students in attaining Colorado residency in order to lower their tuition bills.
- Access
    - Add handicap accessible and gender-neutral restrooms on every floor of the building.
    - Review and change access/admissions to our programs (ie. Application fees, letters of rec, GRE scores, etc).

Goal #2: Employ diverse faculty and staff

Recruitment and hiring practices and processes should be designed to attract candidates who reflect the diversity of our larger community and eliminate explicit and implicit biases inherent in traditional candidate evaluation strategies. Retention strategies will focus on cultivating and sustaining an inclusive work environment and culture that supports faculty and staff job satisfaction, professional development, and shared governance.

Why This Matters

As leaders and mentors, faculty and staff should not only represent diverse backgrounds and experiences but should also value the diversity of ideas and thoughts of their students, peers, and our community. CAP aims to offer a culture of inclusivity, empathy, and collaboration.

Objectives

- Work with recruiting firms and other experts to develop recruitment strategies
- Institute inclusive recruitment practices
- Remove explicit and implicit biases from candidate evaluation processes
- Train search committees
- Hire diverse faculty and staff
- Foster an inclusive environment

Actions Taken

- Human Resources removed names and university pedigree from all search data for faculty and staff job searches, limiting unconscious bias and forcing decisions to be made solely on the merits of the applicants.
- The Department of Architecture established a JEDI Visiting Faculty position. Leyuan Li is coming in January 2023 as the second Visiting JEDI Faculty. The faculty members in this position play an important role in foregrounding issues of equity and diversity in the college.
- Language related to JEDI issues was provided to supervisors for use during faculty and staff annual reviews.
- CAP faculty member was trained to be an EDI “Search Advocate.”
- In addition to the usual advertising from CU, we post externally to other organizations that serve people from historically underrepresented groups.

Ongoing Efforts

- Established JEDI visiting professorships in Architecture
- Currently redact information from resumes that may prejudice the candidate (e.g., dates of graduation, names of institutions of higher education)

Suggestions Collected Fall 2022

- Expand Hiring Pool and Funding
  - Extend invitations to diverse architects who may be interested in taking a semester to teach.
  - Diversify the types of positions we hire to attract more diverse pools of candidates.
  - Explore incentives and targeted campaigns to attract minority candidates.
  - Offer a stipend to faculty who help to develop a more diversified and inclusive curriculum.
  - Support students who may have an interest in pursuing a career in higher ed.
  - Expand the definition of diversity to include diversities, in addition to race, which are often not recognized.
  - Hiring committees need to be more intentionally selected to ensure that the individuals of our organization that prioritize and value the CAP JEDI tenets are involved in each and every search initiative.
  - Continue to diversify the pool of studio reviewers, guest lecturers, and other informal contributors to our classes. Begin to keep data on this so we can evaluate our progress.
- Job Expectations
  - If there is an expectation, such as with the JEDI visiting faculty, that diverse hires will act as leaders in progressing other JEDI goals in curriculum or policy, efforts should be made to make adjustments to work loads and/or compensation so that this faculty and staff can sustainability participate in this work.
  - Recognize and provide incentives for instructors and those who take on a heavier teaching load, elevating teaching to the same level as research and publishing.
  - Give service credit for mentoring junior faculty to add to sense of inclusion & acknowledge that this provides a service.
- Inclusive Environment
  - Make JEDI topics a layperson language.
  - Use gender neutral & preferred pronouns
  - Authentic efforts to create an inclusive community, not performative.
  - Avoid making staff/faculty feel like a token diversity employee.

Goal #3: Incorporate the values and practices of justice, equity, diversity, and inclusion in what and how we teach

To fully incorporate JEDI values and practices, CAP must update what and how we teach by evaluating and revisioning curriculum, instruction, and pedagogical strategies. Course, studio, and research projects should be purposefully designed to advocate for and affect positive advancement toward JEDI goals as well as environmental and ecological sustainability, just and equitable planning solutions, human comfort, beauty, and design innovation.

- What We Teach
    - Sources of authority (syllabi)
    - Skills we teach
    - Projects we do
- How We Teach
    - Who we invite into the classroom
    - Teaching for different learning needs
    - Acknowledging student life beyond campus
    - Acknowledging the value of what different backgrounds bring to design and planning
- Projects
    - Select and carry out course, studio and research projects with an eye toward advocating for and effecting positive change toward social/environmental equity, diversity, inclusion, justice, ecological sustainability, human comfort, beauty, and design innovation.
- Co-Curricular Opportunities
    - Mentoring
    - Internships
    - Job opportunities
- Research & Creative Work
    - Provide incentives and support for faculty who incorporate JEDI objectives into their research agendas.

Why This Matters
Our curriculum, including courses, studios, research projects, creative work, and pedagogy, should draw from global histories and diverse perspectives, and should actively contribute to the advancement of a just, equitable, and inclusive society.

Objectives

- Update curriculum to include diverse perspectives, precedents, and historical context

- Update individual syllabi to include diverse perspectives, precedents, and historical context
- Update instructional strategies so that students with diverse abilities and unique capabilities can succeed
- Select assignments for all courses including studios, seminars, and lecture courses that incorporate JEDI issues

Actions Taken

- The biggest change to the Architecture program was the reorganization of the curriculum to enhance the student experience by loading the core content knowledge classes into the first year to prepare students equally with the needed skills to be successful in studios that follow.
- The Landscape Architecture faculty supports an Olmsted Award nominee each year, who in recent years have addressed issues of refugees, inclusive design for LGBTQ+ individuals, therapeutic design, resistance, and play. We have had two national award winners and two nominees.
- The Architecture Department has developed two mandatory Justice, Equity, Diversity, and Inclusion Workshops for both our graduate and undergraduate students to help them become more effective collaborators and leaders.
- The Architecture Department has overhauled its Professional Practice course to focus as much on how one acts as an architect as what one does as an architect. This involves more discussion and exercises on interpersonal skills, collaborative skills, listening skills, leadership skills, ethics, judgment, and empathy.
- Courses across the Urban & Regional Planning curriculum, as well as throughout the program's extra-curricular activities, intentionally feature diverse guest lecturers.
- Many of the MURP program's class and capstone projects have made significant contributions to under-served neighborhoods and communities across Denver and Colorado, including, for example, affordable housing projects, equity analyses of policies and development efforts, environmental justice advocacy, inclusive community engagement practices, and the like.

Ongoing Efforts

- As part of departmental accreditation review preparations and processes, CAP students met with the chairs of the Architecture, Landscape Architecture, and Urban & Regional Planning Departments to provide feedback on curriculum, course content, and the future direction of the programs.
- The Architecture Department held an inter-cultural competency workshop for faculty, facilitated by Adriana Medina, a DEI consultant. Additional

workshops will be available, including an opportunity for Studio V students in September 2022.

- Starting in fall 2023, the Urban & Regional Planning Department will be adding a new course to its core curriculum—Planning Practice & Engagement—which will train all MURP students on equitable, inclusive, and effective public engagement techniques.

Suggestions Collected Fall 2022

- Course Curriculum
  - Core courses across all departments and programs should be approaching all subjects with a JEDI lens, not just stand-alone courses, or a part of a single lecture or an occasional assigned reading.
  - Actively continue to expand the canons of history, theory, and significant practitioners and precedents across all CAP departments. Make clear the historical context and power structures that have led to and uphold injustice.
  - Emphasize topics such as:
    - Environmental Justice
    - Increasing accessibility in the built environment
    - Addressing displacement that often results from work within our professions
    - Addressing the relationship between wealth and the access people have to the environments we design
    - Designing, planning and developing more just, equitable, diverse, and inclusive spaces
    - Wider considerations of equitable access and social justice (e.g., transportation, health outcomes, economic opportunity) across all disciplines and projects, at both the undergraduate and graduate levels
  - Regularly review core course curriculum to ensure foundational ideas around JEDI issues are substantively covered and well-taught.
  - Intentionally use class assignments and projects to explore equity, inclusion, and justice: Walk the talk.
- Training
  - Continue to offer and expand training opportunities for faculty, staff and students in unconscious bias, intercultural competency, and the like.
  - Support faculty, staff, and students' development of the language and confidence to incorporate JEDI considerations into their dialogue, such as:

        - Providing opportunities to practice bringing up topics in meetings or classes
        - Strategies for facilitating conversations with diverse audiences
        - Responding respectfully to colleagues or classmates who actively highlight JEDI issues
        - Raising awareness of privilege and its implications
        - Learning to be an ally
    - Provide mandatory training for faculty to help them integrate JEDI principles into their courses. Hold faculty accountable and ensure that full-time and adjunct faculty are included in all training opportunities, curriculum reviews, and discussions of shared expectations, such as reporting back out to the full faculty at a meeting.
        - Incentivize adjunct faculty/lecturers to attend faculty meetings or engage in training.
        - Faculty engagement & buy-in is critical and an issue as participation is typically low.
- Inclusive Classroom Environment and Space
    - Create inclusive environments in our classes—especially studios—to prepare students to work respectfully and collaboratively in diverse workplaces.
    - Ensure that our college and classrooms are safe spaces for difficult conversations.
    - Provide resources for supporting diverse learners, honoring students' pronouns and pronouncing their name correctly, recognizing diverse religious holidays, etc.

Goal #4: Actively engage with and support JEDI efforts with allied professions

CAP will engage more intentionally with allied practicing professionals and professional organizations through participation on CAP advisory boards, CAP participation on external advisory boards and committees, and other collaborative means and practices.

Why **This Matters**
Collaboration is the first and biggest step toward breaking down silos. By engaging more effectively and connectively with allied professions in shared JEDI efforts and opportunities, constructs and barriers that exist beyond our classrooms can be thoughtfully and empathetically evaluated for the present and future generations of architects, landscape architects, planners, urban designers, preservationists, academics, interior designers, and beyond.

Objectives

- Provide a diverse pipeline of talent as students engage in internships and begin professional careers
- Consult with alumni regarding how CAP may have better prepared them for professional careers
- Engage with the professional practice community regarding the impact of JEDI objectives on the profession and how best to prepare students

Actions Taken

- The CAP Advisory Board expanded to increase the diversity of thought, culture, and perspective to embolden the future of CAP.
- Landscape Architecture has successfully reached out to professional firms to support our students with dedicated JEDI scholarship funds.
- Actively solicit firms with greater diversity, in terms of employee demographics, work types, sizes, locations, and clientele to participate in the annual career fair and sponsor internships.
- Two full-time MURP faculty members are on the Colorado APA EDI committee. In 2022, we surveyed professionals across the state about EDI in their workplaces. At the state APA conference in September 2022, we are presenting the survey results, and are hosting a roundtable session entitled, “Investigating Ways Forward for Better EDI Outcomes in the Planning Profession.”

Ongoing Efforts

- The National Organization for Minority Architects – Student Chapter (NOMAS) hosted a reverse panel event, with students serving on the panel and sharing their experiences and what they are looking for from

employers for an inclusive work environment. (See https://vimeo.com/488217234/4d6db2a566)

- The Department of Urban and Regional Planning surveyed planning organizations about their inclusive practices, discrimination, and training. The results will be presented to the American Planning Association (APA) Colorado chapter in fall 2022.

Suggestions Collected Fall 2022

- Continue to connect JEDI-focused professional events and firms to CAP.
- Host events that connect students and firms or diverse professionals around JEDI topics.
- Have more of these conversations with the practice community – some firms are doing a lot & others aren't doing much of anything. It benefits them if we are a leader in having these conversations to catalyze change in the practice community.
- Mentorship program has expectation that mentor & student will meet outside of studio hours – have the mentors come during studio time.

Goal #5: Ensure that our facilities and technology are accessible to and supportive of all people

We will ensure access and support to anyone who needs CAP's facilities, technology, and resources. Training may be required for some of our equipment, but we will make sure anyone who needs access has access.

Why This Matters

Whether we realize it or not, we are all impacted by design every day. From the design of our buildings and spaces to the design of our cities and how we navigate and move within them, our disciplines exist to create better standards for the design we experience in our everyday lives. It is important that we put what we teach into practice and ensure the inclusivity of our facilities, resources, and technology.

Objectives

- Research best practices in diversity and inclusion to implement change; e.g., a place for Muslim students to pray, a lactation room, non-gendered bathrooms, etc.
- Provide equitable access to course content and educational resources.

Actions Taken

- The CU Denver Building is open from 6 a.m. to 1 a.m. MT every day for all CAP students with activated security badges. Faculty and staff with activated badges have 24-hour building access every day of the week.
- In 2022, the water fountains throughout the building were made ADA-compliant, and a comfortable, private lactation room was purpose-built on the third floor of the CAP building. There is an ADA-accessible restroom on each floor of the CAP building, and the main lobby entrance has power-assisted doors.
- In June 2021, CAP substantially upgraded the Wi-Fi in the CU Building, ensuring equitable access to free online connectivity for all students.
- Students and faculty can access the computer lab and printers when the building is open (6 a.m. – 1 a.m., seven days a week), and 24/7 from remote locations using a VPN option. PaperCut (remote printing software) provides students access to plotters 24/7; prints can be collected at 6 a.m. when the building opens.
- Students and faculty have free access to software from their own computers and in the labs including AutoDesk (AutoCAD, Revit, 3DS Max), Adobe Creative Suite (Illustrator, Photoshop, InDesign, Dreamweaver), SketchUp Pro, and ArcGIS Pro.
- There is equipment that may be checked out by students and faculty, including DSLR, mirrorless, and “action” cameras (GoPros); camcorders;

voice recorders; tripods; phone/tablet adapters for tripods; and boom poles. Additionally, the Visual Resource Center manager is FAA-licensed to fly the CAP-owned DJI Phantom 4+ Pro drone for aerial photography and video in support of teaching, learning, and research.
- CAP currently has 10 laptops available for students to check out for up to a semester, and the college is in the process of procuring five more.

Ongoing Efforts
- CAP's Visual Resources Center has begun captioning video content
- We continue to advocate for the University to update our signage, including signage on bathrooms.

Suggestions Collected Fall 2022
- Disability Awareness
    - Disability awareness, awareness of neurodiversity from faculty is a theme that recurred throughout the survey and the 1:1 consultations.
    - Sensory sensitivity, specifically mentioned several times
    - Other "disabilities" that cannot be seen e.g. ADHD, dyslexia, etc.
    - Training needs to be provided to faculty specifically teaching disability. Based on conversation, there is a lack of understanding or willingness to work with students who indicate disability.
- Facilities
    - Provide quiet, low-light spaces.
    - Extend lab hours.
    - Students who work, students who are parents, or students who otherwise have difficulty being physically present in the CU Building from 9-5, M-F are underserved.
- Communication
    - About resources available on campus/within CAP
    - About J.E.D.I. work being done within CAP
    - Provide students more information about resources available at CAP and on campus.
    - Disseminating the information gathered for and learned from these initiatives could help inform the design process of students entering the professional field, encouraging the accessibility of the built environment beyond the college.
- Curricular Modalities
    - Consider the availability of online/remote/hybrid courses?
    - More distance learning course offerings for students that do not live near the city center.
- In the Classroom
    - More "meta" discussion around materials and costs: the "why"

- Clear, accurate materials lists. Advance notice, how to respond to changes
- Best practices to avoid ableism
- Having a private or low-sensory room to perform studio work and/or receive desk crits is crucial to being inclusive to students facing adverse mental health life events.
- Better classrooms in terms of sight lines, recording courses, monitors, speakers, etc. have the potential to be more supportive of all people.
- Integrate technology to better support courses that could be delivered with an online and in-person option.
- Allow the student to choose which format of desk crit works well for them, whether in group settings, individually at desks, or pinning up.
- Another issue raised in the responses was regarding supplies and materials:
    - Unexplained materials usage
    - Lack of price tiers
    - Unused "required" materials
    - Short turnarounds/lack of foresight into materials costs means students cannot budget bi-weekly/monthly paychecks in advance
- Establish an equitable policy regarding required extracurricular activities to earn a participation grade.

Goal #6: Hold ourselves accountable for advancing JEDI

CAP will incorporate JEDI objectives into existing practices, processes, and policies, ensuring the work is impactful and continues to evolve. Ongoing engagement strategies will create a responsive feedback loop, transparency as recommendations are adopted and implemented, and accountability as strategies and action items are evaluated and modified.

Why This Matters

It is our job as the CAP community to pursue a more just, equitable, diverse, and inclusive future, not just for the built environment, but for our students and future generations. We are committed to holding ourselves accountable through the transparency of our actions, our openness to feedback, and our resiliency as we evolve.

Objectives

- Develop multiple modalities to invite and collect feedback
- Create JEDI-focused communications
- Maintain JEDI webpage
- Offer JEDI-focused programming
- Continue the conversation

Actions Taken

- CAP has adjusted communication approaches regarding important career development services and events to reach more students, through channels they find more accessible like a direct conversation, video, text, and social media.
- CAP launched a new JEDI website, listing goals, funding raised, campus and community resources, and updates on work done.
- We have analyzed the data from the CWC survey and have initiated processes at addressing the low level of respect that staff feels from faculty in particular.

Ongoing Efforts

- All faculty, staff, and students were invited to participate in JEDI forums.
- In 2021, the CAP JEDI committee and subcommittees met monthly to share progress on initiatives and projects.
- A JEDI page on the CAP website was created to share goals, plans, and progress reports.
- We are developing communication channels to receive feedback and investigate new areas of opportunity.
- We are drafting a CAP JEDI Action Plan that will guide the work and establish objectives with a schedule of short- and long-term goals.

- We continue to analyze the CWC survey and develop strategies for addressing issues it raises.
- We are using the Decision Support Toolkit to begin looking at completion rates and times as well as DFW and other indicators of student success through the lens of JEDI

Suggestions Collected Fall 2022

- Training
  - Mandatory training to faculty that helps them integrate JEDI principles into their courses. Hold faculty accountable by evaluating their curriculum and surveying students in their classes.
  - Antiracism training for all faculty, staff, and students.
- Metrics
  - Approach JEDI goals from a more "scientific/research" based lens in which changes are measured, evaluated, and documented
  - What metrics would be valuable for us to share?
    - FCQs: Elevate their importance & report out results
      - Require faculty to administer the FCQ during class time
      - Faculty leaves while students fill out the FCQ
- Communication
  - Improved communications about JEDI work including more forums/events, communications with faculty members to encourage students to attend events, incentives to hold CAP accountable, etc.
  - Most effective modes: Website, Social Media, Email Campaigns/Newsletters, Public Forums, One-on-one sessions, Web forms, Surveys
- Create a leadership or staff position specifically for advocating and leading JEDI efforts.
- JEDI values should be embedded in the school/department/college culture. How can we ensure this is carried forward into the classroom?

Goal #7: Foster a climate that supports inclusive learning, teaching, and working environments that extend a sense of belonging and enable success for all.

Each of the six goals in the initial CAP JEDI Action Plan developed in 2020 asserted the need to foster a climate in which the goal could be achieved. As an inclusive environment is key to successfully advancing JEDI at CAP, it has been added as a separate and distinct goal to strive toward.

Campus and Workplace Culture Survey

The results of the Campus and Workplace Culture Survey administered from October 18 – November 18, 2021, provide insight into the learning and working relationships within CAP's community of students, faculty, staff, and administration. CAP's response rate was 23.15% of the total population of 838 students, staff, and faculty: students 22% (160/723); staff 63% (19/30); and faculty 18% (15/85). We reviewed the results with particular interest and concern in areas that scored below 4.0. Further exploration, evaluation, and interpretation of survey data is required to explore what the results may conceal and potential gaps that may warrant further consideration and action.

Appendix A: CAP JEDI Report and Recommendations (2020)

The **CAP JEDI Action Plan** (beginning on page 2), maintained by the CAP JEDI Forum and CAP Executive Committee on an ongoing basis, will be posted on the **CAP JEDI webpage** with progress reports on actions.

The **CAP JEDI Forum** is open to all students, faculty, and staff of CAP. It is led by the **CAP JEDI Leadership Team** composed of volunteers:

CAP Students

Jazmyn Dennard, Master of Architecture

Alex Hardesty, Master of Architecture

Adison Petti, Master of Urban and Regional Planning

Anna Bierbrauer, PhD

Claire Bulik, Master of Landscape Architecture

Isra Fakhruddin, Master of Landscape Architecture & Master of Urban and Regional Planning

CAP Staff Members

Jesse Kuroiwa, Visual Resources center Production Manager, Lecturer

Roxy New, Academic Advisor & Course Coordinator

Terri Robles, Executive Assistant and Communications Coordinator

CAP Faculty Members

Julee Herdt, Architecture

Jenny Steffel Johnson, Planning

Jody Beck, Landscape Architecture

Joern Langhorst, Landscape Architecture

<u>Larger Agenda for the CAP JEDI Forum</u>

Reflect on what has not been working
Re-imagine how to make it better
Recalibrate our thoughts and actions
Repair our world

CAP Mission: To ignite evolution that enriches places for people and the planet [**Why**]

CAP Motto: Real People + Real Projects = Real Difference [**How** and **What**]

Rules of Engagement for Forum Conversations

- I am here to share ideas, listen and learn, in order to be better and do better.
- I will listen attentively to others, with appreciation and respect for what they offer.
- I will lean into difficult conversations and trust that everyone is doing their best – most of the time.
- I will ask questions when I don't understand something and I will assume questions asked of me are in good faith.
- I will not make assumptions about other people's identities.
- I will speak from my own experience (use "I" statements).
- I will critique ideas and actions, not people (restorative justice).
- I will explain how someone's actions made me feel, if I feel disrespected or misunderstood.
- I will take care of myself and take breaks if I need to.
- I will accept this is an ongoing process and not everything will be resolved today.
- I agree that what is shared here in confidence stays here.
- I agree that what is learned here leaves here, and I will continue to have honest and open conversations leading to action toward a just world for all.

CAP JEDI Action Plan

10.19.20

These Goals and **ACTIONS** **toward Justice, Equity, Diversity and Inclusion (JEDI) in the College of Architecture and Planning** were developed with feedback from:

- CAP Advisory Board on June 17, 2020.
- CAP JEDI Forum (open to all Students, Faculty, and Staff) on June 23, 2020.
- Worksheets submitted by Students, Faculty, Staff, and Advisory Board Members.

* * * *

Goals & **ACTIONS**

1. **Students**
    a. **Student body that better reflects the diversity of our larger community through recruitment and retention, and a college culture of inclusion and belonging.**
    b. **Student success, student satisfaction, and student engagement in college and department activities and governance/committees.**

ACTIONS

- Grow scholarships and help link students to scholarships.
- Recruit at the middle/high school level for undergrads, and college level for graduate students, with intentional focus on access and awareness of disadvantaged/minority/students of color. For the middle/high school outreach, include their families. Provide an overview of all our fields: architecture, planning, landscape architecture, historic preservation, and urban design, as well as other offerings: design/build, classical studies, travel study, and others.
- Possibly partner with ACE, ULI (Urban Plan), AIA, Denver Architecture Foundation to reach out to K-12 students.
- Continue to grow mentorship programs, summer camps, and other educational programs that create connections between CAP, high schools, and community colleges.
- Build active connections to local/regional high schools with underserved populations and explore concurrent enrollment opportunities for these students.
- Give promising high school students exposure to design disciplines and professions through introductory courses.
- Have our students, faculty, and alumni visit with K-12 schools
- Invite high school students to reviews and lectures to learn what CAP's programs have to offer.
- Actively establish peer-to-peer mentoring, especially grad student-to-undergraduate student mentorship.
- Establish reverse mentoring, where students mentor faculty and staff.
- Strengthen pipelines with community colleges.
- Partner with local organizations to ensure exposure to CAP offerings (Denver Scholarship Foundation).
- Consider whether the GRE and other qualification tests are appropriate.
- Explore how increased international student representation could also support diversity and inclusion.
- Continue to host safe listening sessions, discuss issues that arise, and have conversations. These could be for current students only, for faculty only, for staff only, and for all together. Ask: What doesn't feel inclusive to you? What would you change, and how?
- Provide opportunity for anonymous (safe to tell) feedback on the website.
- Foster an environment that promotes a non-tolerance policy on overt racism as well as more subtle racism (i.e., microaggressions).
- Understand what student support looks like so that diverse students feel that they fully belong to the CAP community.
- Possibly survey freshman and seniors about attitudes toward the architecture profession to ascertain what, if anything ,has changed over time. Ask students about concerns related to continuing education and the profession and their personal goals. Analyze by race, gender, and other relevant attributes.
- Mix undergraduate and graduate students for some electives to diversify classes (for example a class in graphic representation or Rhino 3d need not be discipline-specific).
- Include all students in representative positions, and be careful not to over-invite students from under-represented groups.

2. **Curriculum and Modality: Update where necessary *what we teach* and *how we teach* to fully incorporate the values and practices of equity, diversity, inclusion, justice, advocacy, and ecological sustainability.**

ACTIONS

- Update the curriculum and course syllabi so that justice, equity, diversity, and inclusion are a cornerstone of our education at CAP.

- Shift from Eurocentric emphasis to global perspective, including contributions of BIPOC and women, and address the history of slavery and racism, and their impacts on our professions.
- Address how designers and planners have been complicit in systematic racism through policy, procedures, redlining, gentrification, gerrymandering, the economic impacts of development standards (parking, landscaping, lighting) on housing affordability, and how inherently exclusionary tools like zoning can be used to promote goals of inclusivity.
- Address the politics of discrimination with specific examples including “white flight,” public funding inequities (for schools, public services, healthcare, transit), environmental racism, the intersection of class with race and ethnicity, etc.
- Directly reckon with past injustices, commit to advancing justice and equity through our work, and explore ways to accomplish this.
- All courses should include precedents from a broad spectrum of geographies, cultures, and social classes, reflected in travel destinations, field trips, assigned readings, selected projects, etc.
- Include elements of cultural competency into the curriculum, for instance, how to be self-aware, engage others effectively, appreciate and respect cultural diversity, and celebrate diversity through design and planning interventions. Potentially, this could be a CAP-wide required course.
- Incentivize/Require faculty to use the library's "Diversify Your Syllabi" service and facilitate the sharing of resources, training, films, readings, etc.
- Encourage faculty to embrace, rather than shy away from, discussions about race, diversity, equity, gender.
- Recommend faculty add a line to their syllabus, explaining how they are addressing these key items.
- Track this development of our syllabi and publicize it.
- Acknowledge the professor as human and the larger context of the history of our professions.
- Meet students where they are and focus on student growth and success rather than just outcomes – this is particularly important for undergrads. The traditional structure of studios, in particular, creates an environment of self-derived success where the time, effort, and talent of students usually equates to success. This is reinforced when those high-performing students are pushed harder while lower-performers face reduced expectations, and thus, potentially reduced attention.
- Enhance pedagogical training for instructors on how to grow students’ capabilities such that all instructors (especially studio instructors) contribute to academic and professional growth as a priority.
- Ensure faculty and advisors spend time getting to know students and understand their experience / personal situation to best support them academically (one size doesn't fit all). It is well-documented that this is the most significant factor toward student learning, satisfaction, retention, graduation, and success.
- Engage local firms to include students in community engagement related to local projects. A critical component of the work of some firms – stakeholder engagement – is an area where often, more sets of hands (beyond the project design team) are needed to execute public meetings. Students could attend to provide event support and also learn from the methods and proceedings where the input of diverse stakeholders is desired. Students might also be able to advise firms on community engagement based on their diverse backgrounds.
- Offer flexible programs, including online and hybrid programs, for students who may be balancing other responsibilities that make it impossible to take a full course load each term.
- Engage our professional community about the kind of credentials, especially certificates, they would find valuable. Ideally, we could offer our traditional degrees as stacked certificates that have job opportunities available at each step, and which could be assembled into the full degree over time. However, that requires that the professions rethink their hiring practices as well – or that we develop alternate types and locations of work that certificates prepare our students for.
- Ensure greater clarity around what is required for advanced standing in the graduate architecture program.

- Walk the talk through use of nontoxic sustainable materials in classes and by becoming a green building.

3. **Faculty and Staff**
   a. **Faculty and staff composition that better reflects the diversity of our larger community through recruitment and retention (hiring practices and college culture).**
   b. **Faculty and staff job satisfaction, professional development support, and engagement in governance/committees.**

ACTIONS

- Hire faculty (at all ranks) and staff with diverse backgrounds, skills, and experiences. Lecturers/adjuncts from the professional community can contribute to cultural diversity as well as a diversity of viewpoints.
- Foster an environment among faculty that promotes learning from each other and promotes a non-tolerance policy on overt racism but also problematic forms of subtle racism (microaggressions).
- Continue to diversify search committees – even if this means having faculty or staff from other colleges or offices from the university.
- Ensure all faculty and staff, and particularly search committee members, are trained on how to avoid bias, to listen, to be ok with uncomfortable conversations. Require/incentivize participation in these trainings.
- Require and ensure that all faculty, including lecturers, receive at least basic Title IX training and are incentivized to participate in broader equity, cultural diversity, and inclusion training.
- Continue to craft job postings that are inclusive and free from bias, using gender-neutral language.
- Advertise job postings through diverse channels of underrepresented groups or those that are dedicated to minorities.
- Ensure guest reviewers and lecturers also represent cultural diversity and diversity of viewpoints.
- Create a subcategory in eFRPA asking faculty what they have done to promote or accommodate diversity in the classroom. Promote and reward faculty for excellence in JEDI training, participation, support, and engagement with students.
- Ensure a culture that is welcoming, transparent, and supportive. Survey faculty and staff to learn about the extent to which the existing culture does or does not support them, and follow up with changes that better support their job satisfaction, engagement, and professional development
- Support faculty and staff through training and discussion around micro-empowerments and what contributes not only to job satisfaction but also to professional development and employment and advancement opportunities.

4. **The Work: Select and carry out course/studio and research projects with an eye toward advocating for, and effecting, positive change toward social/environmental equity, diversity, inclusion, justice, ecological sustainability, human comfort, beauty, and design innovation.**

ACTIONS

- Ensure a “multilingual” approach to design, providing students with a large toolbox including all traditions, not only the modern western one. Showcase all types of work and not just the typical “high design” products commonly promoted by our college.
- Emphasize cultural inclusivity as a driving component in design. Allow students to bring their

heritages and traditions to their work in expansive ways. Celebrate uniqueness as a way to expand and broaden our research, teaching, and service projects, programs, and opportunities.

- Work toward changing the way important and successful work is measured beyond the dominant western, white, male metrics. Self-reflect on the norms CAP projects on their students.
- Ensure that history and theory are not taught from a purely Eurocentric perspective. As one student stated, “Twelve weeks spent on Europe and only four on the entire rest of the world needs to stop.” Also, ensure that travel studios do not focus only on European countries.
- Ensure that studios focus on the scope of challenges that our graduates will face as professionals in a rapidly changing world. The built environment must be adaptable to environmental and cultural changes that are happening more rapidly than predicted. The course content we teach must evolve to keep pace.
- Ensure ALL CAP students learn the best practices of engagement – dialogue, communication, listening, and working WITH communities/clients – while pursuing projects that support our local communities, especially the less advantaged.
- Bring community engagement courses together across the curriculum to share materials, speakers, etc.
- Pursue projects that have meaningful impacts and that effect positive change through partnering with local organizations and nonprofits, combating issues such as economic disinvestment that undermines poor communities.
- Incorporate cultural/racial awareness into the design and planning analysis process.
- Ensure that we moving towards the true needs of all people, and not just what we think.
- Listen and take time to build relationships with marginalized populations.
- Reward students who tackle these issues and promote their efforts through social media to encourage others to do the same.
- Strengthen ties with the Denver Community Planning and Development Department to support its progressive and ambitious (relative to other cities) Comprehensive Plan goals of equity, inclusivity, and complete communities through regulatory actions and changes.
- Model advocacy around justice and equity in our fields outside the classroom, discuss this advocacy work in the classroom, and provide the full range of tools needed to advocate successfully, so we become change agents for advancing JEDI.

5. **Impact on our Allied Practices**
   a. **Provide a diverse and evolved pipeline of talent as interns and professionals.**
   b. **Engage more intentionally with our professional organizations through their participation on our advisory boards, our participation on their boards, and other collaborative means and practices.**

ACTIONS

- Seek out diverse professionals to speak at CAP events and lecture series.
- Connect current students to our alumni as professional mentors.
- Ensure we take greater business practices into consideration.
- Be allies by speaking out against racist/discriminatory/ignorant actions in our professions.
- Actively connect with professional organizations' diversity and inclusion committees and efforts.
- Help actively recruit diverse youth into the professions.
- Further establish the value of CAP as a resource that can assist all types of organizations in achieving their goals of promoting and increasing diversity.

- Survey firms about their recruitment processes and criteria so we may broaden our reach. Many don't find their employees at career fairs.
- Continue to teach students the norms of offices, professional protocols, etc. so they are better prepared, not only with their portfolio but also with professional etiquette (cell phone use, etc.) for job interviews, internships, and employment.
- Invite practitioners (including alumni) to make short presentations on portfolio, resume, and cover letter best practices.
- Continue to engage alumni to provide portfolio reviews and other mentoring.
- Ensure that faculty engage with their professional community as part of their jobs.
- Encourage greater engagement of faculty on the executive boards of APA, ULI, WTS, and other professional organizations.
- Generate stronger links for graduates to connect with job opportunities. Invite firms, non-profits, and the public sector to visit and provide an overview on work they do, positions they are hiring for, etc.
- Work with ASLA-CO to develop and encourage firms to donate to JEDI scholarships, and create minority-specific internship programs or outreach efforts to grow the number of minorities in landscape architecture. Create a toolkit for firms with 'actions' that they can take to be involved in the development of young LAs of color.

6. **Facilities and Technology: Upgrade these to provide a clean, safe, welcoming, comfortable, beautiful, functional, and cutting-edge environment that demonstrates best practices in fully supporting equity, diversity, inclusion, justice, and sustainability.**

ACTIONS

- Research best practices in diversity and inclusion to implement change, e.g., a place for Muslim students to pray, a lactation room, non-gendered bathrooms, etc.
- ASK: What doesn't feel welcoming to you?
- Consider the optimal teaching settings for the content of the course balanced with equitable access to the course.
- Consider the cost of materials used to create models or print drawings, and adjust it or provide funding for those who can't afford it.

7. **Communications and Accountability: Ensure the work of the JEDI Forum is ongoing, responsive to feedback, and shared, and that the recommended actions are implemented. Introduce JEDI webpage to invite feedback, share the CAP JEDI Action Plan, and provide progress updates.**

ACTIONS

- Have a webpage that shares the CAP D&I Statement and Action Plan, clearly and succinctly tracks progress, provides opportunity for anonymous feedback and questions (that are addressed promptly and fully), provides contact information for those seeking direct communication, and offers educational resources regarding racism, e.g. tips for appropriately calling out microaggressions and racist actions when we see them, tips for becoming allies, and more.

- Use JEDI as an alumni engagement tool and seek input from a spectrum of alumni whose insights will benefit the program and who will be a source of support.
- Ensure that justice, equity, diversity and inclusion remain at the forefront of peoples' minds, continually.
- Continue the listening sessions and invite regular feedback from students, staff, and faculty.
- Showcase to the professional community that we are being the change, for instance, through the Auraria exhibition and the John Henderson exhibition.

General Feedback

- Consider introducing new language + tools to transform systems – new words and ways of integrating information into every aspect of ourselves and the school.
- Be sure to think about ways we can change our approaches in order to do a better job, become more aware of our actions and behaviors, and evolve our collective consciousness.
- Ensure CAP JEDI self-reflects and continues learning from what's happened in the past to help guide us into the future.

Appendix B: CAP JEDI Plan Feedback Survey

January 31st 2023, 2:25 pm MST

What is your affiliation to CAP? (Select all that apply.)

#	Answer	%	Count
2	Student Employee	30.00%	9
1	Student	60.00%	18
5	Staff	6.67%	2
4	Part-Time Faculty	0.00%	0
3	Full-Time Faculty	3.33%	1
	Total	100%	30

If CAP created a space for conversations around JEDI between faculty, staff, and students, what topics would you be interested in discussing (CAP and non-CAP related topics)?

Architecture and architects' role in increasing accesibility in the built environment.
I would like a conversation about how this information is being handled regularly to resolve this issue.
resource availability, studio expectations, degree requirements
I think discussing DACA as part of a JEDI would be super important and helpful. Teachers and students often don’t understand the struggles behind DACA students with no fin cual aid, loans, or support. As a DACA student myself I feel unseen and unheard.
How we can get involved outside of the school
JEDI issues in the planning field/professional workplace, strategies to increase JEDI at the systems+CAP + individual level

Inheriting a new mind-shift within the architecture program by dismantle the ancient competition tradition/culture and embrace collaboration. As Students within the CAP Program, we should be promoting safe spaces rather than a battlefield

I think that coming from a place of privilege can be a barrier in joining conversations about equity and diversity. With a desire to be respectful and understanding, it can be difficult to find the right way to enter a conversation without feeling like you are interrupting or interjecting. Talking about how to best participate, engage, and be included in these discussions could be very helpful.

Mostly discuss JEDI as the topic comes up in conversations and would likely not participate in a separate space.

How often are unconscious biases brought up in a workplace? Do you think this is an important topic to make more frequent? In what ways can a workplace engage more community in your projects? How can one learn to listen? Do you think this is a quality to have to achieve more just, equitable, diverse, and inclusive standards? How can designers work closely with developers and contractors to develop more just, equitable, diverse, and inclusive spaces? If budget was not an issue, how can you make a workplace more adaptable to current social, political, and environmental trends? What are ways to expand our opportunities beyond the physical space and into the digital realm? What does equity mean in architecture in a workplace? How does this workplace consider transportation in your projects? Where can we begin to employ methods that allow for more regular and frequent modes of transportation for the general public? Does tailoring to the less fortunate population negate and discriminate against those with access to more comfortable resources? What stance should we take for developing designs that offer equal conditions for different users? How can we allow individuals to feel safe adding their photo to their resume without fearing missing out on an opportunity due to discrimination? How can we go further into awareness of gender equality? How does your firm allow equity amongst those who are non-gender specific?

It's hard to think of things to discuss that will actually effect change, but I think a good place to start would be providing materials necessary for students that are in less fortunate positions. Tuition is already expensive, and debt adds up faster when we pile on a material list for studio, I have tended to notice that all these materials are actually not necessary. Thus, refining lists to what is actually necessary is important. Maybe letting students contribute via survey in campus instalment or design build decisions. Letting us have more input in out college experience. This might allow for room to instigate change through builds.

Bringing ideas into our classes and practices that explore equity, inclusion, etc. Walk the talk

How can we bring in a more diverse student body to CAP? And how can we make their voices heard?

Neurodivergence in learning such as ADHD and PTSD. Creating a modern set of policies that reflect current workplace strategies that exist in top-achieving firms.

Real life experiences from leaders in the field or our peers on how embracing JEDI principles impacted them and their work, how they're actively making JEDI a part of their work place/school culture

In general, how do you prefer to engage and learn about CAP JEDI efforts?

#	Answer	%	Count
1	Surveys	23.21%	13
2	Emails	17.86%	10
3	1:1 in-person or virtual meeting	7.14%	4
4	Pop-up engagements	16.07%	9
5	Small group meetings	25.00%	14
6	Town hall forums	10.71%	6
	Total	100%	56

In 2020, the CAP JEDI Committee proposed several goals. Please indicate how important each goal is to you.

#	Question	Extremely important		Very important		Moderately important		Slightly important		Not at all important		Total
1	Enhance representation of	45.45%	30	36.36%	24	10.61%	7	3.03%	2	4.55%	3	66

	the student body											
2	Employ diverse faculty and staff	35.82%	24	40.30%	27	16.42%	11	2.99%	2	4.48%	3	67
3	Incorporate the values and practices of justice, equity, diversity, and inclusion in what and how we teach	53.73%	36	32.84%	22	8.96%	6	1.49%	1	2.99%	2	67
4	Actively engage with and supp	27.27%	18	34.85%	23	30.30%	20	6.06%	4	1.52%	1	66

	ort JEDI efforts with allied professions											
5	Ensure that our facilities and technology are accessible and supportive	55.22%	37	34.33%	23	8.96%	6	1.49%	1	0.00%	0	67
6	Hold ourselves accountable for advancing JEDI	45.45%	30	36.36%	24	12.12%	8	3.03%	2	3.03%	2	66
7	Other - Write your own	66.67%	4	33.33%	2	0.00%	0	0.00%	0	0.00%	0	6

8	Other - Write your own	50.00 %	1	50.00 %	1	0.00 %	0	0.00 %	0	0.00 %	0	2

Ensuring that advancing JEDI representation, incorporation, and accessibility without minimizing opportunities for those who might not fit "textbook JEDI types
Support students with kids
Recognizing Student, Staff, and Faculty for putting in effort.
Hire teachers and accept students based on merit.
Education for staff
Encourage family life to be apart of education, work life, balance

Do you have want to provide feedback on any of the CAP JEDI goals? Select those you would like to provide feedback about. In the following pages, you will be asked a set of questions for each goal you select here, and you will have one other chance later in the survey to decide which of these goals you wish to provide feedback or ask questions about.

#	Answer	%	Count
1	Goal 1: Enhance the representation of the student body	16.03%	21
2	Goal 2: Employ diverse faculty and staff	14.50%	19

3	Goal 3: Incorporate the values and practices of justice, equity, diversity, and inclusion in what and how we teach	18.32%	24
4	Goal 4: Actively engage with and support JEDI efforts with allied professions	9.92%	13
5	Goal 5: Ensure that our facilities and technology are accessible and supportive	15.27%	20
6	Goal 6: Hold ourselves accountable for advancing JEDI	9.92%	13
7	Your Self-Defined Goal from the question above: ${q://QID2/ChoiceTextEntryValue/7}	2.29%	3
8	Your Second Self-Defined Goal from the question above: ${q://QID2/ChoiceTextEntryValue/8}	0.00%	0
9	No, I do not wish to provide feedback on the goals	13.74%	18
	Total	100%	131

Goal 1: Enhance the representation of the student body

Have there been additional actions taken to further this goal that are not already included in the list above?

Include SGA CAP Representative for the Architecture Program
I do not know.

How effective has CAP been in addressing this goal?

#	Answer	%	Count
1	Extremely effective	5.26%	1
2	Very effective	26.32%	5
3	Moderately effective	47.37%	9
4	Slightly effective	15.79%	3
5	Not effective at all	5.26%	1
	Total	100%	19

What actionable steps could we take to advance this goal?

Advertise what you have done more. No body really knows about this.
Significant amount of scholarships, make students of minority backgrounds feel like they belong here
I think that more funding specifically reserved for BIPOC students, especially low-income BIPOC students, would help increase representation in the MURP program and other CAP programs. Efforts to recruit planners that represent the racial, gender, cultural, and economic diversity of our larger community should be happening at the junior and high school level rather than when targeted at someone who is already thinking about going to graduate school for planning.
Promoting CAP Student Orgs by tabling events within the CAP Building

HELP US PAU FOR SUPPLIES!!! I work two jobs on top of school and having us spend $300+ on supplies on top of tuition is ridiculous, and puts kids with less income at a higher chance of dropping out. Also have the professors promote this inclusivity!

Encouraging students, faculty, and staff to incorporate their pronouns into college media could help normalize conversations involving gender identity, and embrace students that are not cisgender. Are there any additional barriers to education that are outside of recruitment? How can we support individuals dealing with those challenges? How do we support non-traditional students? Can we continue to provide resources and help to parents, students of different age groups, and students with familial responsibilities? We need to have handicap accessible and gender neutral restrooms on every floor in CAP. Are there opportunities for engagement within the surrounding community to benefit people of diverse backgrounds?

Continue to work at this process. It's not something that happens overnight and I see the steps that are being taken but we also need to engage the younger generations in elementary, middle, and high school more to educate them about the profession (specifically landscape architecture in this case). The learning landscapes design build studio likely applies and should be continued as outreach towards younger students, but this could be expanded to include design charettes with different ages.

I think there is a missed opportunity to do a significant overhaul on the access/admissions to our programs. We still follow the standard higher education admissions practices of letter of recommendations, background checks, application fees, recommended GRE scores, etc., that can be barriers to student admissions. Though we mention holistic application approaches, I think there could be room to overhaul many of our current processes if the goal is to appeal to a broader population of students. Additionally, I often think the structure of our programs can be quite inaccessible to many potential students. Though we do need to maintain accreditation standards for our programs, there is absolutely room to consider how we might make our programs more inclusive to students who need to attend on a more part-time or non-traditional basis. Asking the question of "in the current structure of our programs, what type of student is being served?" is critical, and often I feel that the answer is a fairly narrow scope of student demographic. This also extends to the content of our programs as well.

More direct support for students and action during class/scheduled meeting times that aren't pushed out of the way to make time for more studio work or more assignments.

Provide more scholarships

I selected "moderately effective" since I consider that there's a lack of knowledge about JEDI and how it can aid those in a disadvantaged condition; personally, this is the first time I have heard about it. Therefore, I consider that creating more media around JEDI would help to advance those goals.

Efforts taken to recruit and financially support diverse students need to be paired with institutional support for processing spaces and any additional support that might develop as more diverse students are admitted and attend CAP. It is unethical to provide financial support to tempt students into attending without also committing resources to support them after they arrive and as they complete their programs.

Is there anything else you'd like to add regarding this goal?

Ambitious, but in the current environment extremely hard to achieve, in particular at the graduate level

Flory, one of the instructors this year has been amazing and really drives this goal of diversity and inclusion full force!

What metrics are being used to evaluate whether these efforts are successful? While I understand change will take time, I have not noticed much of a difference yet as to whether recruitment efforts have made a difference.

Students in the MLA program are occasionally asked to participate in student recruitment events or answer questions from potential incoming students, or meet them on tours around the building, but I would love to see more direct communication from the department about their actions in this realm and notifying current students about these opportunities in advance.

At no point is there any mention of the disabled. Based on talks with some faculty, there is a major deficiency in understanding exactly what disability even is. Disabled students are consistently left out of the conversation or are an after thought with the assumption of a wheel chair. Faculty need education on what disability is, in addition, the college needs to put disability in their plan and act on it.

As much as the department has been saying they're making these changes, the reality is that each of the subsequent studios and courses I've taken since enrolling in 2019 has become more divisive. Resources are made available but either not advertised or not actually used, even going so far as professors only telling some students that resources are available and not others. Competition is still wildly ingrained in the program and much of the way professors teach courses in "preparation for the working world" which is just a thinly veiled excuse to remove agency from students in their education because it becomes a belief that the field will never change. Not all of those who are representatives take their roles seriously or feed into that same competitive edge by pushing classmates harder, or to "their" standard rather than an actually healthy standard of working and education, especially for a commuter school that touts itself as accessible it feels like only those who have a lot of money to support themselves can actually use or interact with many of the resources made available due to when they're available conflicting with work schedules. A gross lack of empathy toward working-class students from professors is evident, and this is echoed by some of the representatives as well when economic concerns are repeatedly brought up with faculty and administration. I've had classmates pushed out of the program during my time due to financial hardship. Instead of receiving help, many (including myself) were told to suck it up as architecture is an expensive profession to learn or be a part of. I have felt more pressure to drop out due to my economic status and not being able to keep up with projects that are more polished due to financial access to materials rather than a lack of concept, down to even being marked down or criticized during critiques for not being able to afford a

better scanner during the pandemic when we were not able to use the school resources. While I will say the representation for other groups has absolutely grown since then, the overwhelming feeling of being too poor for architecture can be felt by any first-gen student, and I personally know at least 10 students who dropped architecture for that reason, even though they were capable and passionate students outside of financial hardships, and conversations with faculty helped none of them, or myself while I've had to take on additional debt to "match the quality" of students who can easily afford materials that I don't have access to.

Have there been additional actions taken to further this goal that are not already included in the list above?

The landscape architecture department has sought to hire more women and underrepresented groups in lecturer and full-time positions (not only based on race, but also on national origin, sexual identity, background, relevant experience, alma mater, etc).

I think there have been some actions taken especially as of recently, although every studio instructor I have had through my undergrad experience has been white, actually close to every instructor in the program is white outside of two professors.

Goal 2: Employ diverse faculty and staff

How effective has CAP been in addressing this goal?

#	Answer	%	Count
1	Extremely effective	0.00%	0
2	Very effective	60.00%	9
3	Moderately effective	33.33%	5
4	Slightly effective	6.67%	1
5	Not effective at all	0.00%	0
	Total	100%	15

What actionable steps could we take to advance this goal?

Make JEDI topics a layman language.

Extending indentations to other architects who may be interested in taking a semester to teach. I know it's possible since most of my studio instructors only taught for that semester.

architecture has boldly addressed this.

Employing diverse faculty and staff also requires being intentional about work load and compensation. Especially, if there is an expectation, such as with the JEDI visiting faculty, that the diverse hires will act as leaders in progressing other JEDI goals in curriculum or policy. This can be incredibility taxing and fulfilling work and efforts should be made to make adjustments to work loads and/or compensation so that this faculty and staff can sustainability participate in this work if they want to.

Is there anything else you'd like to add regarding this goal?

You shouldn't have to employ a person based off of their diversity. If a person has the credentials and are good at what they do, it shouldn't matter where they come from or the color of their skin. Having a diverse faculty is good because it allows for students to relate to and communicate in other ways that they might be more comfortable in, but don't go out of your way to hire a certain demographic. Sometimes there's people that can make a more profound effect on students that aren't in the position that they should be in and are losing out on the potential to reach students. Don't hire somebody just because they check off all the demographics but rather because they are a person with a great set of skills that can make a difference in a student's education and career.

Sometimes diversity is not evident at first glance. Although race is extremely important in assuming diversity because of appearances - sometimes other diversities are not recognized. I'm a little sensitive to this because I am a woman who was born and raised in Africa and I happen to be white; while I do not deny the history of colonization, nor privilege, and I do not face racial injustices and persecution, I am still an immigrant from a modest background; I have a vastly different background, experiences, and education to most white Americans. And for the most part, I'm not counted as diverse. This may seem frivolous but there are a lot of grey areas in diversity and it would be nice if we were not all classified on race!

I am really unsure how to address this issue, but now having served on a hiring committee for CAP, I was disappointed in the amount of unconscious (or conscious) bias that was displayed. Though CU Denver does require a JEDI-style training to participate on a hiring committee, it clearly is not enough. Unfortunately, I think this can often be an issue of "a whole is the sum of its parts" and if the parts (staff, faculty, students) that make up the whole (CAP) have a culture of unaddressed and tolerated biased behaviors, then large systemic change is can be nearly impossible. We can recruit, hire, and employ a diverse community of staff and faculty, but if the culture of the current organizational members does not support and practice the JEDI principles, then we will have continued difficulty upholding the goal of "employ diverse faculty and staff." Perhaps hiring committees need to be more intentionally selected to ensure that the individuals of our organization that prioritize and value the CAP JEDI tenets are involved in each and every search initiative.

more emphasis on inclusive/equity-based pedagogical approached

Goal 3: Incorporate the values and practices of justice, equity, diversity, and inclusion in what and how we teach

Have there been additional actions taken to further this goal that are not already included in the list above?

Restructuring Architecture undergraduate curriculum to increase student knowledge and skill development earlier in the education process to prepare students equally with needed skills for future studios. Undergraduate studios are reintroducing regular critiques into studio culture. These opportunities to interact with diverse perspectives, thought processes, and opinions from peers and faculty, are stepping stones to creating a welcoming dialogue, a safe environment to learn, and practice active listening and comprehension. Getting students to interact and collaborate is foundational to how they will later interact as professionals with other disciplines and communities.

How effective has CAP been in addressing this goal?

#	Answer	%	Count
1	Extremely effective	5.26%	1
2	Very effective	52.63%	10
3	Moderately effective	10.53%	2
4	Slightly effective	21.05%	4
5	Not effective at all	10.53%	2
	Total	100%	19

What actionable steps could we take to advance this goal?

There is some obnoxious arrogance among some of the male teachers. It really doesn't promote what you are trying to show.

I think that the curriculum in planning history and theory for the MURP program definitely addresses this goal, but other core courses should be approaching all subjects with a JEDI lens, not just dedicating a part of a lecture or assigning a reading on it.

I appreciate the discussions surrounding equity in the learning environment and the student responsibilities to contribute to equity, inclusion and collaboration. I feel that these are important topics to bring up throughout academic development. However, I would hope these discussions are recurring outside of the visit by the Associate Dean. I feel that it would be beneficial to incorporate public policy, equity, and social justice as course material in the undergraduate architecture level. This could better prepare students entering the professional field, and act as a useful primer to students interested in pursuing a graduate degree in preparation for more intense discussion within the Social Context course.

Again this is always a work in progress, but the Landscape Site, Society, and Environment Class could be better organized to more effectively teach the concepts it is supposed to. These are critical aspects of the profession within this realm and the way this course was taught did not lend itself to actually learning about these topics most of the time. I also understand that the design of the MLA program as more theoretical and conceptual than technical was by choice, but believe that the incorporation of a little more technical or practical skill-building in lieu of more advanced theory options would make this program more accessible to those coming from a non-design or architectural background in the ability to advance their career quickly or dive into more hands-on landscape architecture jobs in post-grad life.

instead of taking the unconscious bias and intercultural competency training could we make it a requirement before taking a studio class to take COMM3271 it is the same thing as unconscious bias and intercultural competency training but it goes more in dept to unconscious bias

There’s more to do

Provide mandatory training to faculty that helps them integrate JEDI principles into their courses. Hold faculty accountable by evaluating their curriculum and surveying students in their classes.

Expand the canon of Architectural history, theory and practitioners to include more diverse and equally important precedents and subjects.

Reframe equity work from charity framing to reparation/repair framing. Make clear the historical context and power structures that have led to and uphold injustice.

Is there anything else you'd like to add regarding this goal?

Is there anything else you'd like to add regarding this goal?

I didn't know that Planning Practice and Tech was changing the curriculum starting in fall 2023, I think that's a great idea.

Regarding HOW instructors teach, it would be great if they asked for and then honored pronouns throughout the semester

I am glad to hear about the Unconscious Bias and Intercultural Competency workshops. I feel that these are essential topics to visit in both the graduate and undergraduate levels.

I've heard great things about the History of Landscape Architecture course reorganization and am glad to see that overall the Landscape Architecture Department is taking student feedback into account with their actions.

Plainly, as someone who is about to finish my undergraduate architecture degree, the way that course changes, curriculum adjustments, professor hiring, etc. have been rolled out has resulted in extreme amounts of undue stress, as well as financial hardship without any sort of support from the university. The shuffling of course schedules has resulted in having to take master level courses to supplement the planned graduation schedule which advising still uses, and has resulted in a completely unbalanced and incoherent sequence of courses. Many professors will boldly claim that it isn't their job to teach the basics to a subject, or state that you had to learn it in the prerequisite classes, when those classes may not have even existed or been offered before. Many students are being shuffled through a series of courses without ever learning the foundational skills required to succeed, and being punished for it. While some of the professors do care quite a bit and will fill in those gaps, many will not, and I've had classmates forced to drop courses and delay graduation plans by a semester or more which for many becomes an impassable financial burden as government aid and many scholarships are on a timeline. While these changes may work great on a longer term schedule, students like myself and many others were chewed up during this changeover, and any and all feedback was ignored or pushed down which means many students who did not have the energy, financial support, or motivation to fight for themselves dropped out. The workshops and seminars seem as though they may be helpful, but the overall air of the work culture and emphasis on unrealistic expectations from faculty result in much of the instruction or programs outside of studio time being ignored or laughed at. A common sentiment is that people use those seminars and workshops to sleep or zone out as a break from the intense and toxic teaching environment from professors who continue to enforce unhealthy working standards. Many of these changes look great on paper, but the students who have to live through these changes are not being supported in any way shape or form.

Item g in the plan to "Expand the types of credentials we offer, working with industry to understand what certificates and other skills-based offerings would be valuable, to allow more people to benefit from higher education." feels like a money grab and not an intentional partnership or reaction to the needs of the field. If this is something CAP is going to pursue fine - but don't force it to be a JEDI element if it is not.

Most of what I see is inconsequential virtue signaling, and does not go deep enough or have a strong enough structural analysis

Goal 4: Actively engage with and support JEDI efforts with allied professions

Have there been additional actions taken to further this goal that are not already included in the list above?

Jen Skidmore has been so helpful at promoting JEDI events that firms send us and ask us to promote - it is wonderful to be able to include them and offer these opportunities to students.

How effective has CAP been in addressing this goal?

#	Answer	%	Count
1	Extremely effective	10.00%	1
2	Very effective	30.00%	3
3	Moderately effective	50.00%	5
4	Slightly effective	10.00%	1
5	Not effective at all	0.00%	0
	Total	100%	10

What actionable steps could we take to advance this goal?

Include more opportunities to engage and interact with different firms. Firm tours are a great way to do so.

Connect likeminded firms with students.

I’m new in the MARCH programs so haven’t been to a career fair yet. I think another way to advance JEDI is to hold regular forums (my company does this once a month) to promote diversity. We can use these forums to can celebrate different cultures (e.g. Diwali celebrations, Lunar New Year) in person or virtually. We can also use this time to hold a virtual forum where we invite practicing professionals to be part of a panel. We can line up questions about their work and their experience with JEDI and have questions from the audience. I really love participating in these types of forums as they are very low pressure (you can just listen or you can ask questions) and can be really enlightening!

Goal 5: Ensure that our facilities and technology are accessible and supportive

Is there anything else you'd like to add regarding this goal? [No responses]

Have there been additional actions taken to further this goal that are not already included in the list above?

Students also have access to additional online courses through LinkedIn Learning. This is a fantastic supplementary tool for students who want to learn new software, or an additional information in a different format if they are confused.
can we go back to the building being open 24/7 again
Autonomy in desk crits - allowing the student to choose which format of desk crit works well for them, whether in group settings, individually at desks, or pinning up.

How effective has CAP been in addressing this goal?

#	Answer	%	Count
1	Extremely effective	25.00%	4
2	Very effective	25.00%	4
3	Moderately effective	12.50%	2
4	Slightly effective	6.25%	1
5	Not effective at all	31.25%	5

	Total	100%	16

What actionable steps could we take to advance this goal?

Dissemenating the information gathered for and learned from these initatives could help inform the design process of students entering the professional field, encouraging the accessibility of the built environment beyond the college
Support to make department, college and in particular course websites accessible
Where are the handicap accessible restrooms on the third and fifth floors? If there are handicap accessible restrooms, please make it easier to know where they are. On the third and fifth floors there is signage saying that handicap accessible restrooms are on the 4th floor. On the 4th floor, the women's bathroom signage says there are handicap accessible restrooms on the 3rd floor. Please ensure there is correct signage and adequate wayfinding strategies employed for handicap restrooms. Please take a more active role in getting students to utilize Artstor, LinkedIn Learning, and other support information that they have access to. Many students do not know where to find this information to support their learning.
Allow after-hour openings with more engaged staff that are interested in student work alongside their own work.
This is not correct: The College’s students, staff, and faculty have 24-hour, 7-day-a-week access to the CAP building. only Staff and Faculty have 24/7 access. Students are granted access from 6am - 1am Monday - Sunday with an encoded ID Card for the semester they are enrolled.
Training needs to be provided to faculty specifically teaching disability. Based on conversation, there is a lack of understanding or willingness to work with students who indicate disability.
Classrooms have outdated technology. Better classrooms in terms of sight lines, recording courses, monitors, speakers, etc. have the potential to be more supportive of all people. Integrate technology to better support courses that could be delivered with an online and in-person option. More distance learning course offerings for students that do not live near the city center.
Allowing options for desk crits that meet individual needs clearly stated on the syllabus.

Goal 6: Hold ourselves accountable for advancing JEDI

Is there anything else you'd like to add regarding this goal?

I feel that the language "ensure access and support to anyone" should be rephrased to "CAP constituents", "support to any member of the CAP community" or something similar if we will not be

encouraging public access. Are students now able to access the building 24/7? I have been told by some students who I assume stay later than I do, that security asks them to leave in the evening.

Work better/more with https://www.ucdenver.edu/offices/disability-resources-and-services to provide accommodations to students in need.

All of these available supply need to be made more obvious and easy to obtain. I had no idea many of these things were available.

As stated in some of my earlier feedback, many of the resources which are made available are not fully utilized due to a lack of knowledge about them as well as the constant pressure from professors who do not understand working schedules and the needs of working-class students. The people who hear about these resources, and can go in during the times they're available are those who can afford to take a lot of time off work, or have much more flexible work schedules due to their current employment. This means that students who have to support themselves or others and cannot afford flexibility in their hours are unable to use many of the resources, and professors repeatedly use having those resources available as an excuse to beef up assignment deliverables. This could be seen in the rampant assigned large scale prints for informal pin ups, expectations of equal access to shop times and more. I've personally skipped meals, been late on payments, and taken on additional debt to meet "informal" assignments expectations only to still be marked down or criticized for things outside of my control because CAP faculty assume that everyone can always use the resources they make available when those hours and resources are not compatible with a working schedule. Students who must work and cannot attend extracurricular activities are marked down for "lack of participation" and many extra-credit or academic opportunities in the college rely on students having no schedule outside of their studio courses.

Having a private or low-sensory room to perform studio work and/or receive desk crits is crucial to being inclusive to students facing adverse mental health life events

Have there been additional actions taken to further this goal that are not already included in the list above?

Creating a CAP student advisory committee board compromised of undergrad and grad program representatives to help host an open townhall to discuss and revolutionize the architecture program as a whole

This survey is an additional metric to hold CAP Accountable to its JEDI goals.

How effective has CAP been in addressing this goal?

#	Answer	%	Count
1	Extremely effective	0.00%	0
2	Very effective	33.33%	2
3	Moderately effective	16.67%	1
4	Slightly effective	33.33%	2
5	Not effective at all	16.67%	1
	Total	100%	6

What actionable steps could we take to advance this goal?

Please think of ways to measure success and be sure that new methods are indeed addressing needs and inspiring positive change. Approaching JEDI goals from a more "scientific/ research" based lens in which changes are measured, evaluated, and documented may also encourage positive change in other academic environments including the broader Auraria Campus and beyond.

For our studio, multiple students have felt excluded from large groups of students and so if JEDI values were more actively implemented in our school culture and goals then maybe situations like this could be curbed.

Is there anything else you'd like to add regarding this goal?

I didn't realize there was a CAP JEDI website until taking this survey. Generally, mass emails and updates on progress aren't going to be effective unless students, faculty, and staff all understand how this progress is measured and what the goals are. I feel more "thick" engagement strategies are necessary to get everyone in the building on the same page and to do more to engage with people throughout the process. This will mean allocating more funding to host forums and events with food provided, making sure professors understand when events are happening so they relay information to their students, and otherwise incentivizing people to hold CAP accountable rather than relying on a passionate few who have the time to engage.

Self-defined Goals

Please describe your self-defined goal.

Have support and understanding for students with young children.

Creating an Advisory Committee board and hosting a couple of townhalls would help bridge the connection between students, faculty, and staff in pursuit to have conversations, collaboration and networking.

Some staff make assumptions about student's ability to perform, creating an ableist atmosphere. Ableism can be defined as "behavior directed at a disabled person that denigrates or assumes a lesser status for the person because of their disability. Social habits, practices, regulations, laws, and institutions that operate under the assumption that disabled people are inherently less capable overall, less valuable in society, and/or should have less personal autonomy than is ordinarily granted to people of the same age."

What actionable steps could we take to advance this goal?

Share techniques to balance home life, family, and school, and grow tips for balancing it all while being successful in the work force.

Educate staff about Disability Resources and Services on campus. There seems to be a major disconnect between this service on campus and specific statements on syllabi that go against a supportive learning environment for a person that receives accommodations.

Is there anything else you'd like to add regarding this goal?

The studio environment is not inclusive to learners who need more flexibility, advanced planning, and low-sensory environments to perform at their best.

Thank you for your time spent taking this survey. Do you have any further comments or feedback on the CAP JEDI Plan?

I think it would be really advisable to get word out as soon as possible because I did not know this was an idea even being contemplated by CAP

I respect the effort, but there needs to be a critical analysis of the JEDI plan that I feel has not been taken. This is in no way a right-wing attack, but rather I think that the JEDI agenda address issues in a blunt way. There ought to be a more critical elaboration of the intentions of the program and an approached understanding of why there may be opposition. Not to back conservative views, but rather to be comprehensive in defending the JEDI plan.

It would be very helpful to implement diversity and inclusion into all our classes considering most of them are predominantly white

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I am thrilled that CAP is taking JEDI goals seriously. I understand that change takes time, and look forward to the positive changes that are in the works for the CAP Community.

The wifi needs to be update again it does not work

I would suggest creating a safe environment to share conversations and possibly food

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The College of Architecture and Planning has itself created an environment of traumatic experiences that has left a very negative impression on my outlook of the college as a whole. There's not enough support. Teachers do not offer office hours, nor do they respond to emails when students are seeking additional support. It's also clear and evident that most instructors are burned out, have mental health challenges of their own, and are overworked.

Appendix C: Pop-up Survey

JEDI Goals	Votes Cast			Total Votes
	Students	Faculty	Staff	
Employ Diverse Faculty and Staff	77	15	7	**99**
Ensure That Our Facilities and Technology are Accessible and Supportive	76	4	9	**89**
Incorporate JEDI Values and Practices in What and How We Teach	47	5	8	**60**
Enhance Representation in the Student Body	33	7	5	**45**
Actively Engage With and Support JEDI Efforts With Allied Professions	38	4	3	**45**
Hold Ourselves Accountable for Advancing Justice, Equity, Diversity, and Inclusion	37	4	3	**44**
Total Votes	**308**	**39**	**35**	**382**

Appendix D: 1:1 JEDI Sessions Summary

During the fall 2022 semester, staff member and lecturer Jesse Kuroiwa met with five individuals within the College of Architecture and Planning for in-depth discussions about issues related to justice, equity, diversity, and inclusion (JEDI). Sessions lasted approximately one hour per person. These individuals possessed a diverse set of life experiences (ages, genders, ethnicities, abilities, etc.) While each of them was asked a set of questions about our CAP JEDI Action Plan, they were empowered to lead the discussion and speak to issues that were important to them. Below is a summary of their comments.

- Awareness of the CU Denver Strategic Plan
    - There was a mixed response to the CU Denver Strategic Plan. Some responders were loosely aware of the plan, but did not see their place in it, feeling generally that the plan did not apply to them
    - Others were upset that the plan seemed to be making big promises, but they did not feel that the university was delivering on those promises.
        - With regard to EDI issues, these people felt that the university was "bragging about being equitable before it happens"
        - They viewed CU Denver's messaging about the plan and some applications of it as tokenizing or surface-deep.
        - Emotional responses ranged from anger and frustration to disappointment to nonchalance
- Awareness of the CAP plan
    - There was a mixed awareness of the CAP JEDI plan. Interviewees who were not aware of the plan cited timing as the most important factor in increasing awareness of the JEDI work at CAP: near the end of the academic term they had no capacity for anything outside of their main focus.
- Diversifying faculty, staff, students
    - Responses to this goal were varied. Most agreed that it was a good goal, disagreement was largely around terminology.
        - People who responded negatively cited concerns about tokenization, fetishization, and lowered expectations. "Having a diverse makeup is good, but how do we get there in a way that is not destructive or dehumanizing?" "I don't want to be looked at as someone who 'got a free pass' in this program."
        - People who responded positively to this goal explained that having role models is important: they wanted "someone you can see yourself in" and to feel that the people in power could relate to the lived experiences of people of color, the LGBTQ community, etc.
    - Within CAP, interviewees believed that the college was making some strides in this area, but did not feel that enough was being done
        - The work of the architecture department to hire a more diverse faculty was noted as a positive step

        - The lack of people of color in power (staff and faculty) was noted as an area of potential growth in the future. Many of the "diverse" faculty were viewed as junior faculty and the lack of people of color in leadership roles was discouraging to some interviewees.
- What we teach and how we teach
    - Interviewees responded with a desire for more diversity in the curriculum, especially with regard to history.
    - Student interviewees mentioned a "stark contrast" between teachers who are open to talking about JEDI issues and others who "shut it down" and "meet [students who raise these issues] with backlash"
        - Student interviewees shared several stories of teachers who were not open to feedback about the way they handled JEDI issues. The instructors were not discriminatory in their actions per se, but the students seemed scarred by these experiences.
        - Suggestions for teachers were to be more open in speaking about JEDI issues, to realize how their attitudes and reactions impact students, and to shed their white/male/straight fragility
        - Emotional responses varied widely around this topic. Some were frustrated and angry more had not been done to discipline or eliminate teachers who are not actively creating a more inclusive classroom. Other interviewees were nonplussed: "it is what it is"
    - Students reported teachers "playing favorites" with students who were conditioned to be more talkative, more assertive, etc. especially along gender and racial lines. This played out in studio classes, critiques, and discussions
    - Student interviewees who attended our undergraduate program did not feel that it "prepared them for the real world." (lack of technical skill building, especially with regard to knowing software used in professional settings) They cited this as having a possible impact on which students are able to continue into a graduate program and which are not, which students get jobs in the field and which do not. Students felt a distinct lack of racial diversity in our M.Arch program compared to the BS Arch
- Classroom spaces and other facilities
    - Some student interviewees mentioned that CAP's studio spaces can create difficulties for neurodiverse people. Interviewees who identified as dyslexic, neurodiverse, or as having an attention deficit disorder noted that studio spaces make it difficult for them to concentrate, especially for long periods of time.
        - The "overload" of audiovisual stimuli was cited as the main factor at play
        - Quiet, darker, "softer" spaces were recommended as a potential solution, even if only as areas where students can rest or take a break

- Communication efforts
    - Interviewees had suggestions about improving communication from CAP about JEDI issues.
    - Student interviewees noted the effectiveness of campus and college leadership interacting directly with students. They generally wanted more opportunities for direct interaction with college and university leadership. One student noted the effectiveness of Marc Swackhamer's "Chair Chats," a casual lunch with the chair of the architecture department.
    - Students suggested direct classroom communication during class time as the most effective method of communicating with them
    - Interviewees noted email's mixed effectiveness:
        - "I read emails but not everyone does"
        - "We get so many emails it is hard to know what to look at"
    - Free food was regarded as a generally effective method of encouraging participation among interviewees.
- Misc. feedback
    - One student was particularly passionate about CAP and CU Denver working to end homelessness and the associated issue of food scarcity. This student noted that some CU Denver students struggle with housing and felt that we should be doing more to make sure our students had homes. They also felt that because CAP works with the built environment, we should be doing more to end homelessness in the city of Denver and the region.
    - Some interviewees mentioned that they would like more opportunities to get professional advice with regard to JEDI issues. They suggested requiring workshops (such as the ones led by Adrianna Medina for the Architecture department), advice on coming out in the workplace, using pronouns in professional communications, navigating the workplace as a person of color, etc.

As the interviewer, I recognize that this is a very small sample size of interviewees. While this exercise has not been representative across the breadth of the CAP community, it has been valuable in its depth. In the future I would like to expand these interviews to include more people from a diverse set of life experiences, people who play a more diverse set of roles within the CAP community, and more people in general. However, this exercise has been valuable to me in that it has allowed for a greater understanding of these people as a whole, their experiences, and the barriers they encounter on the way to a more inclusive, more equitable future.

Appendix E: Information and Listening Session, November 27, 2022

JEDI Efforts 2020-2022

2020-2021	CAP JEDI Committee consulted with CAP community and proposed six primary goals with strategies and actions to advance JEDI in CAP.
2021-2022	CAP began implementing the recommended strategies and taking action.
2022-2023	CAP JEDI Coordinators assembled to continue engagement and update the JEDI Plan that will be in effect Spring 2023.

Updating CAP's JEDI Plan 2023

- Iterative process to be revisited annually.
- CAP JEDI Coordinators assessing actions taken since 2020, engaging with CAP community, and drafting an updated plan.
  - Collect information from department leadership
  - Reviewed Accreditation Review Reports
  - JEDI Feedback Survey
  - JEDI Pop-up Engagement
  - Online feedback form
- A **new JEDI webpage** features information about past and ongoing activities, including our current priorities related to realizing our JEDI goals.

JEDI Feedback Survey

- Respondents – 69 total
  - 48 students
  - 18 student employees
  - 9 staff
  - 5 full-time faculty
  - 2 part-time faculty

Survey Responses

- Many responses were highly personal and specific.
- We condensed and summarized these responses, recognizing that we are filtering through our own biases.
- Please remember that there are **resources available** to you to help with specific issues.

Priorities

JEDI Feedback Survey

Rated "very or extremely important" (407 total rankings)

60 Facilities & technology (89.55%)
58 Align what & how we teach (86.57%)
54 Diverse students (81.81%)
54 Accountability (81.81%)
51 Diverse faculty & staff (76.12%)
41 Influence allied professions (62.12%)
8 Other

(% of rankings for individual goal)

Pop-up Engagement

Votes cast (382 total votes)

99 Diverse faculty & staff (25.92%)
89 Facilities & technology (23.3%)
60 Align what & how we teach (15.71%)
45 Diverse students (11.78%)
45 Influence allied professions (11.78%)
44 Accountability (11.52%)

(% of total votes cast)

Enhance representation in the student body

CAP will recruit students who reflect the racial, gender, cultural, and economic diversity of our larger community and retain them by fostering and sustaining a culture of inclusion and belonging.

- Grow our JEDI scholarship fund to be able to increase equity of access to our programs
- Implement effective recruitment strategies with an intentional focus on those who are disadvantaged, minorities, and students of color
- Review admissions policies and requirements
- Grow connections with educational programs
- Grow mentorship opportunities
- Create and celebrate a culture of inclusion

Actions Taken

- Student Recruitment: Hired an undergraduate student recruiter (Program Coordinator) to actively recruit prospective BS Architecture students, focusing on underrepresented students and communities.

- Scholarships: Created new scholarships to recruit and retain students, focusing on underrepresented students and communities and those who incorporate the values and practices of JEDI.
  - JEDI Scholarship (Undergraduate and Graduate)
  - CAP Opportunity Fund to support DACA and First-Generation Students (Undergraduate and Graduate)
  - First-Generation Scholarship (Undergraduate)
  - Transfer Student Scholarship (Undergraduate)
  - Harsh Parikh Diversity in Design Scholarship (Undergraduate)

Recommendations: Representation

- Engage the SGA CAP Representative to support the goal.
- Increase the quantity and amounts of scholarships.
  - Reserve a higher percentage of scholarships for BIPOC students, especially those with financial need.
- Provide additional resources to support BIPOC students once admitted.
- Begin exposure to and recruitment for our graduate programs earlier, at the middle and high school levels.
- Help students pay for supplies and/or change projects and assignments to allow for a wider variety of materials and production value.
- Further promote CAP Student Organizations.
- Encourage students, faculty and staff to incorporate pronouns into college media.
- Provide resources and support to non-traditional students and those with familial responsibilities.
- Add handicap accessible and gender-neutral restrooms on every floor of the building.
- Review and change access/admissions to our programs (ie. Application fees, letters of rec, GRE scores, etc).
- Share more information across CAP: recruitment and enrollment data, actions taken.
- Educate faculty on accessibility and providing appropriate accommodations.

Discussion & Next Steps

Be mindful of students who don't have a lifestyle that permits them to engage in college activities, student orgs, etc., due to work, children at home, housing insecurity, etc.

Start early – plant the seed for a career in architecture & related through K-12 outreach.

What does it mean to build inclusion into our disciplines which have been tools of systems of oppression? Interrogate the culture of design & culture of universities.

Look at policies that disadvantage some students.

Employ diverse faculty and staff

Recruitment and hiring practices and processes should be designed to attract candidates who reflect the diversity of our larger community and eliminate explicit and implicit biases inherent in traditional candidate evaluation strategies. Retention strategies will focus on cultivating and sustaining an inclusive work environment and culture that supports faculty and staff job satisfaction, professional development, and shared governance.

- Work with recruiting firms and other experts to develop recruitment strategies
- Institute inclusive recruitment practices
- Remove explicit and implicit biases from candidate evaluation processes
- Train search committees
- Hire diverse faculty and staff
- Foster an inclusive environment

Actions Taken

- In addition to the usual advertising from CU, we post externally to other organizations that serve people from historically underrepresented groups.
- Human Resources removed names and university pedigree from all search data for faculty and staff job searches, limiting unconscious bias and forcing decisions to be made solely on the merits of the applicants.
- CAP faculty member was trained to be an EDI “Search Advocate.”
- Language related to JEDI issues was provided to supervisors for use during faculty and staff annual reviews.
- The Department of Architecture established a JEDI Visiting Faculty position. Leyuan Li is coming in January 2023 as the second Visiting JEDI Faculty. The faculty members in this position play an important role in foregrounding issues of equity and diversity in the college.

Recommendations: Diverse Employment

- Make JEDI topics a layman language.
- Extend invitations to other architects who may be interested in taking a semester to teach.
- If there is an expectation, such as with the JEDI visiting faculty, that diverse hires will act as leaders in progressing other JEDI goals in curriculum or policy, efforts should be made to make adjustments to work loads and/or compensation so that this faculty and staff can sustainability participate in this work.
- Don't hire somebody just because they check off all the demographics but rather because they are a person with a great set of skills that can make a difference in a student's education and career.
- Expand the definition of diversity to include race as well as other diversities, which are often not recognized.
- Hiring committees need to be more intentionally selected to ensure that the individuals of our organization that prioritize and value the CAP JEDI tenets are involved in each and every search initiative.

Discussion & Next Steps

- Use gender neutral & preferred pronouns
- Authentic efforts to create an inclusive community, not performative
- Avoid making staff/faculty feel like a token diversity employee
- Elevate teaching – it's no longer "publish or die"
- Diversify the types of positions we hire to attract more diverse pools of candidates
- Give service credit for mentoring junior faculty to add to sense of inclusion & acknowledge that this provides a service.
- Not enough diversity candidates to fill open spots across the country. Universities offer large incentives to attract candidates.
- Support students who may have an interest in pursuing a career in higher ed.
- Adjuncts can make the curriculum more diverse – add a stipend to make these positions more attractive to diversity candidates

Incorporate JEDI values and practices in what and how we teach

To fully incorporate JEDI values and practices, CAP must update what and how we teach by evaluating and revisioning curriculum, instruction, and pedagogical strategies. Course, studio, and research projects should be purposefully designed to advocate for and affect positive advancement toward JEDI goals as well as environmental and ecological sustainability, human comfort, beauty, and design innovation.

- Update curriculum to include diverse perspectives, precedents, and historical context.
- Update instructional strategies so that students with diverse abilities and unique capabilities can succeed.

Actions Taken

- The Landscape Architecture Department has started a JEDI scholarship to support students from diverse backgrounds.
- The Architecture Department has begun hosting inter-cultural competency workshops for faculty and students, facilitated by Adriana Medina, a DEI consultant.
- The Architecture undergraduate curriculum is being restructured to increase student knowledge and skill development earlier in their education process to better prepare students for future studios. The department is reintroducing regular critiques into undergraduate studio culture. These are opportunities to interact with diverse perspectives, thought processes, and opinions from peers and faculty, and will help facilitate a welcoming dialogue, a safe environment in which to learn, and practice active listening and comprehension.
- The Urban & Regional Planning Department has developed a new strategic plan that calls for JEDI to be integrated throughout the curriculum, and training for all full-time and adjunct faculty.

Recommendations: What We Teach

- Core courses across all departments and programs should be approaching all subjects with a JEDI lens, not just stand-alone courses, or a part of a single lecture or an occasional assigned reading.
- Actively continue to expand the canons of history, theory, and significant practitioners and precedents across all CAP departments
- Throughout the design and planning curriculum, make clear the historical context and power structures that have led to and uphold injustice.
- Continue to offer and expand training opportunities for faculty, staff and students in unconscious bias, intercultural competency, and the like.

Recommendations: What We Teach, cont.

- Emphasize topics such as:
  - Environmental Justice
  - Increasing accessibility in the built environment
  - Addressing displacement that often results from work within our professions
  - Designing, planning and developing more just, equitable, diverse, and inclusive spaces
  - Wider considerations of equitable access and social justice (e.g., transportation, health outcomes, economic opportunity) across all disciplines and projects, at both the undergraduate and graduate levels

Recommendations: How We Teach

- Create inclusive environments in our classes – especially studios – to prepare students to work respectfully and collaboratively in diverse workplaces.
- Ensure that our college and classrooms are safe spaces for difficult conversations.
- Support faculty, staff, and students' development of the language and confidence to incorporate JEDI considerations into their dialogue, such as:
  - providing opportunities to practice bringing up topics in meetings or classes
  - strategies for facilitating conversations with diverse audiences
  - responding respectfully to colleagues or classmates who actively highlight JEDI issues
  - raising awareness of privilege and its implications
  - learning to be an ally
- Regularly review core course curriculum to ensure foundational ideas around JEDI issues are substantively covered and well-taught.

Recommendations: How We Teach, cont.

- Provide mandatory training to faculty that helps them integrate JEDI principles into their courses. Hold faculty accountable and ensure that full-time and adjunct faculty are included in all training opportunities, curriculum reviews, and discussions of shared expectations.
- Intentionally use class assignments and projects to explore equity, inclusion, and justice: Walk the talk
- Support faculty efforts to create inclusive learning environments, such as providing resources for supporting diverse learners, honoring students' pronouns and pronouncing their name correctly, recognizing diverse religious holidays, etc.
- Ensure that well-meaning changes to curriculum and faculty do not cause scheduling or financial stress for students.

Discussion & Next Steps

- Studio culture of experimentation to challenge thinking – competitive "do or die" stress – leave studio feeling even more unprepared – noone to ask for help in their circle
- Teachers should recognize that students are still learning how to be a grown up – they need support and help keeping things in perspective
- What is the plan when we get resistance from people in our community who do not want to change what or how they teach?
- Faculty engagement & buy-in is critical and an issue as participation is typically low.
- Faculty are growing – one training is going to do it – provide many different opportunities for discussion but also hold them accountable to improve as an instructor
- Adjunct/Lecturers are not paid for service – we can't continue to hire the same people who don't want to have these conversations
- Adjunct/lecturers do not routinely attend faculty meetings or engage in training – they are paid little & have other jobs -
- Require workshops that are included in employment contracts – faculty attend a conference/workshop & then report back out to the full faculty at a meeting

Actively engage with and support JEDI efforts with allied professions

CAP will engage more intentionally with allied practicing professionals and professional organizations through participation on CAP advisory boards, CAP participation on external advisory boards and committees, and other collaborative means and practices.

- Provide a diverse pipeline of talent as students engage in internships and begin professional careers
- Consult with alumni regarding how CAP may have better prepared them for professional careers
- Engage with the professional practice community regarding the impact of JEDI objectives on the profession and how best to prepare students

Actions Taken

- The National Organization for Minority Architects – Student Chapter (NOMAS) hosted a reverse panel event, with students serving on the panel and sharing their experiences and what they are looking for from employers for an inclusive work environment. (See https://vimeo.com/488217234/4d6db2a566)
- CAP graduates who have been immersed in an inclusive college culture enter the professional community with passion, knowledge, and skills to advance JEDI
- The Department of Urban and Regional Planning surveyed planning organizations about their inclusive practices, discrimination, and training. The results will be presented to the American Planning Association (APA) Colorado chapter in fall 2022.
- Promotion of JEDI events from the professional community to CAP students through professional development.

Recommendations: Allied Professions

- Continue to connect JEDI-focused professional events and firms to CAP.
- Host events that connect students and firms or diverse professionals around JEDI topics.

Discussion & Next Steps

- Have more of these conversations with the practice community – some firms are doing a lot & others aren't doing much of anything
- Most Arch schools graduating 50% who identify as women – those numbers drop as they enter the profession, owners of firms, etc. - still largely white men
- Firms are further beyond than we are – it benefits them if we are a leader in having these conversations to catalyze change in the practice community
- Mentorship program has expectation that mentor & student will meet outside of studio hours – have them come during studio time

Ensure that our facilities and technology are accessible and supportive.

We will ensure access and support to anyone who needs CAP's facilities, technology, and resources. Training may be required for some of our equipment, but we will make sure anyone who needs access has access.

- Research best practices in diversity and inclusion to implement change; e.g., a place for Muslim students to pray, a lactation room, non-gendered bathrooms, etc.
- Provide equitable access to course content and educational resources.

Actions Taken

- CAP opened a lactation room on the 3rd floor of the CU Denver Building
- CAP's Visual Resources Center has begun captioning video content
- Students have access to additional online courses through LinkedIn Learning. This is a fantastic supplementary tool for students who want to learn new software or additional information in a different format if they are confused.
- CAP JEDI Feedback Survey November 2022
- CAP Popup Survey November 2022

Recommendations: Accessibility

- Disability awareness, awareness of neurodiversity from faculty is a theme that recurred throughout the survey and the 1:1 consultations.
  - Sensory sensitivity, specifically mentioned several times
  - Other "disabilities" that cannot be seen e.g. ADHD, dyslexia, etc.
- Survey results seemed to indicate that students who work, students who are parents, or students who otherwise have difficulty being physically present in the CU Building from 9-5 M-F are underserved
- Another issue raised in the responses was regarding supplies and materials:
  - Unexplained materials usage
  - Lack of price tiers
  - Unused "required" materials
  - Short turnarounds/lack of foresight into materials costs means students cannot budget bi-weekly/monthly paychecks in advance

Recommendations: Accessibility

- Allow the student to choose which format of desk crit works well for them, whether in group settings, individually at desks, or pinning up.
- Disseminating the information gathered for and learned from these initiatives could help inform the design process of students entering the professional field, encouraging the accessibility of the built environment beyond the college.
- Support to make department, college and in particular course websites accessible.
- Training needs to be provided to faculty specifically teaching disability. Based on conversation, there is a lack of understanding or willingness to work with students who indicate disability.
- Better classrooms in terms of sight lines, recording courses, monitors, speakers, etc. have the potential to be more supportive of all people. Integrate technology to better support courses that could be delivered with an online and in-person option.
- More distance learning course offerings for students that do not live near the city center.
- Having a private or low-sensory room to perform studio work and/or receive desk crits is crucial to being inclusive to students facing adverse mental health life events.
- Provide students more information about resources available at CAP and on campus.
- Establish an equitable policy regarding required extracurricular activities to earn a participation grade.

Discussion & Next Steps

- Facilities
  - Quiet, low-light spaces?
  - How to extend lab hours or otherwise make resources available outside 9-5, M-F?
- Communication
  - About resources available on campus/within CAP
  - About J.E.D.I. work being done within CAP
- Curricular Modalities
  - Consider the availability of online/remote/hybrid courses?
- In the classroom
  - More "meta" discussion around materials and costs: the "why"
  - Clear, accurate materials lists. Advance notice, how to respond to changes
  - Best practices to avoid ableism

Discussion & Next Steps

- Staffing issues prevent us from keeping facilities open outside 9-5 business hours – it's hard to hire student employees
- Changed our bldg hours because we don't want students to be here all night long – had an inadvertent negative impact
  - We changed access but didn't change the expectation that they get things done
- Badge access to some spaces – need to evaluate how those spaces are used & assess bldg hours needed

Hold ourselves accountable for advancing Justice, Equity, Diversity, and Inclusion.

CAP will incorporate JEDI objectives into existing practices, processes, and policies, ensuring the work is impactful and continues to evolve. Ongoing engagement strategies will create a responsive feedback loop, transparency as recommendations are adopted and implemented, and accountability as strategies and action items are evaluated and modified.

- Develop multiple modalities to invite and collect feedback
- Create JEDI-focused communications
- Maintain JEDI webpage
- Offer JEDI-focused programming
- Continue the conversation

Actions Taken

- All faculty, staff, and students were invited to participate in JEDI forums.
- In 2021, the CAP JEDI committee and subcommittees began meeting monthly to share progress on initiatives and projects.
- A **JEDI page,** https://architectureandplanning.ucdenver.edu/CAP/JEDI, on the CAP website was created to share goals, plans, and progress reports.
- We are developing communication channels to receive feedback and investigate new areas of opportunity.
- Drafting a CAP JEDI Action Plan that will guide the work and establish objectives with a schedule of short- and long-term goals.
- We continue to analyze the **CWC survey** and develop strategies for addressing issues it raises.
- We are using the **Decision Support Toolkit** to begin looking at completion rates and times as well as DFW and other indicators of student success through the lens of JEDI.

Recommendations: Accountability

- Mandatory training to faculty that helps them integrate JEDI principles into their courses. Hold faculty accountable by evaluating their curriculum and surveying students in their classes.
- Approach JEDI goals from a more "scientific/research" based lens in which changes are measured, evaluated, and documented
- Create a leadership or staff position specifically for advocating and leading JEDI efforts.
- JEDI values should be embedded in the school/department/college culture. How can we ensure this is carried forward into the classroom?
- Antiracism training for all faculty, staff, and students.
- Improved communications about JEDI work including more forums/events, communications with faculty members to encourage students to attend events, incentives to hold CAP accountable, etc.

Discussion & Next Steps

What communication modes do you find to be the most effective?

- Website
- Social Media
- Email Campaigns/Newsletters
- Public Forums
- One-on-one sessions
- Web forms
- Surveys

What metrics would be valuable for us to share?

Discussion & Next Steps

- One metric would be the questions on the FCQs but response rate is low
  - Need a process that requires faculty to administer the FCQ during class time
  - Have someone go to the classroom, faculty leaves while students fill out the FCQ
  - Respondents either love or hate the faculty member
  - Elevate their importance & report out results
- How do we define accountability? To whom are we accountable? How can we effectively hold ourselves accountable as a primarily white community?

Updated CAP JEDI Plan

- The updated plan will incorporate feedback collected Fall 2022.
- Draft of updated JEDI Plan available by December 12, 2022.
- Two-week open review period – add your comments and suggested revisions.

- x

Ongoing Engagement Opportunities

- Schedule a one-on-one conversation with **Jesse Kuroiwa** or **Jen Skidmore**, CAP JEDI Coordinators
- Provide feedback on CAP's revised JEDI Action Plan in early December
- Send us feedback any time using our **JEDI Input Webform**.
- Attend Club Q: Listening & Healing Session, Thursday, December 1 at 12:30 p.m. on Zoom
- Attend the all-college JEDI forum on Tuesday, February 7, 12:30-1:45 p.m., Room 2005

Appendix F: Information and Listening Session, February 7, 2023